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FIFTY-EIGHTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

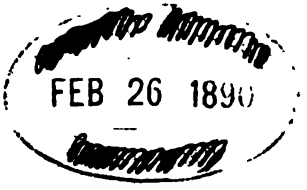
AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1889.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1890.



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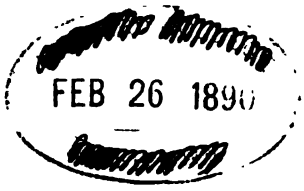

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Curtis, Mrs. Mary S., Boston.
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Whitney, Miss Sarah W., Boston.
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Whitwell, Miss S. L., Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edward, M.D., Boston.
Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Williams, George W. A., Boston.
Wilson, Mrs. Maria Gill, Newtonville.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Winthrop, Mrs. Thomas L., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Wolcott, Roger, Boston.
Woods, Henry, Boston.
Worthington, Roland, Roxbury.
Young, Alexander, Boston.
Young, Mrs. B. L., Boston.
Young, Charles L., Boston.

PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

A meeting of the corporation of the Perkins Institution and Massachusetts School for the Blind was held, according to legal notice, at the main building, South Boston, Oct. 9, 1889, at 3 o'clock P.M.

In the absence of the president and vice-president, Dr. A. P. Peabody was elected president *pro tem.*; and in the absence of the secretary, John A. Bennett was elected secretary *pro tem.*

The record of the last meeting was read and approved.

Mr. John S. Dwight read the annual report of the trustees, which was accepted, and ordered to be printed with the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, Mr. S. L. Thorn-

dike acting as teller, and the following officers were elected: —

President — Mr. Samuel Eliot.
Vice-President — Mr. John Cummings.
Treasurer — Mr. Edward Jackson.
Secretary — Mr. M. Anagnos.

Trustees — Messrs. William Endicott, Jr., Joseph B. Glover, J. T. Heard, A. P. Peabody, Edward N. Perkins, Leverett Saltonstall, S. L. Thorndike and George W. Wales.

Messrs. F. M. Kilmer, Sanford Hanscom and A. S. Morss were elected members of the corporation.

It was voted that the trustees be authorized to petition the General Court for permission to hold additional real and personal estate for the corporate purposes of the institution, including the kindergarten. The meeting was then dissolved.

JOHN A. BENNETT,
Secretary pro tem.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 5, 1889.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen and Ladies: — We respectfully present to you, and, through you, to the Legislature of this Commonwealth, the fifty-eighth annual report of the institution under our charge, for the year ending Sept. 30, 1889. We cannot this time refer you for fuller details to the usual copious report of the director in person, who unfortunately is abroad in search of health, much shattered by his long, laborious, self-sacrificing, loving service, under a great weight of responsibility, in the unremitting duties of his office. Our more general survey of the present condition and prospects of the institution must serve in his absence. For one more year has the good work of Dr. Howe been carried on by essentially the same methods and on the same general principles as heretofore. The record of the year shows, even more than ever, the zeal, fidelity, enlightened and harmonious co-operation of teachers, superintendents and officials in every department, with

a remarkable degree of cheerful receptivity, and of physical, mental and moral progress on the part of the pupils; and the whole outlook for the future is full of promise, only darkened (temporarily, we trust) by the enforced absence of the over-worked, invaluable director, Mr. Anagnos.

The number of pupils still steadily increases, even beyond our present means of housing them. The total number of blind persons in all the departments of the institution at the close of the year (Sept. 30) was 226, against 214 last year, and 200 a year before that. Of these, 173 belonged to the school proper at South Boston (157 pupils, 13 teachers and officers, 3 domestics), 33 to the Kindergarten for the Blind at Jamaica Plain, and 20 to the workshop for adults. These are the numbers after allowing for 31 who were discharged during the year. The number of applicants for admission at the re-opening of the school in September was unusually large, especially for the kindergarten, whose single building, already in its second year, overflows, notwithstanding that some of the more advanced pupils, having reached the required age of nine years, have been transferred to the parent institution.

The health of the two households presents a better report than it could do a year ago. During the first quarter, ending Dec. 31, 1888, notwithstanding the general prevalence of fatal

diseases all about us, not a single case of serious illness occurred. In the second quarter (to March 31, 1889) there were two cases of diphtheria among the boys, one of which ended fatally. "On the 10th of January" (we quote from the director's quarterly report) "a lad from Lynn, named Henry Ray Roby, was taken ill with this disease, which assumed a malignant form in six or seven hours after its appearance. He was promptly removed to the City Hospital, where he died on the 13th of the same month. The sanitary arrangements of the main building were thoroughly examined, and all the drain pipes were repeatedly tested; but not the slightest flaw was discovered in any of them." In one of the cottages for girls there were in the month of February four cases of diphtheria or diphtheritic sore throat, all of a light form; and in another cottage a single case of measles. "At the close of the school term, June, 1888," says the director, "one of the brightest and most promising pupils, Winona A. Buck, of Hope, R. I., went home in perfect health. During the summer vacation the insidious disease, consumption, — the germs of which she inherited from her father, — had laid firm hold upon her, and all that skilled medical treatment and careful nursing could do was of no avail. She died February 10. Winona was a girl of sterling character, of marked intelligence, and of a sweet

and loving disposition; and she left behind her many precious memories in the hearts of her teachers and her schoolmates." The children at the kindergarten enjoyed excellent health throughout this and the following quarter, — in fact, during the entire school year.

During the last term there were several cases of measles among the girls, which, although not serious in their results, seriously interfered with the school work; also two severe cases of pneumonia among the boys. They were taken to the Massachusetts General Hospital, and, when they were able to be moved so far, were sent to their homes. They have since fully recovered.

In this part of our report we can simply record the death, on the 24th of May, of one who had been connected with the institution, where she was universally esteemed and loved, for more than half a century, — LAURA BRIDGMAN. The facts which have made her life conspicuous are known to all friends of humanity. Late in April she had an attack of erysipelas, which gradually extended till it reached the heart and lungs. Her funeral service, a very touching one, was attended by all the members of the school, the teachers and other friends, in the hall of the institution. A history of her education, from the papers of her heroic friend and deliverer from darkness, Dr. Howe, with an

introduction from the pen of Mrs. Julia Ward Howe, and a tribute to her memory, will be found appended.

The more and more highly esteemed and cherished, indeed, we may say invaluable, director of the institution and secretary of this Board, Michael Anagnos, after twenty-one years of steady work, with scarcely any relaxation, but with excellent results, finding the burthen too heavy even for *his* robust constitution, has been finally compelled to seek health in rest and recreation, free from cares, abroad. Leave of absence for a whole year, if need be, has been granted him. On the 17th of June he sailed from New York for Europe. After some weeks spent in Paris, partly in frequent visits to the great Exposition, in which he was extremely interested, and partly in consulting eminent physicians without satisfactory result, he passed on to Vienna to consult the medical authorities there. He will probably soon find himself at home once more in his native Athens. It is hoped that by the spring at least we may be able to welcome him back, with health restored, to the scene of his great work, where teachers and pupils and every one connected with the institution reciprocate the affection which he bears to them. Meanwhile, at his suggestion, the trustees have appointed Mr. John A. Bennett to be acting director during his absence, residing at the institution.

Mr. Bennett entered upon his work with Mr. Anagnos on the first of May, and thus had over six weeks in which to study his methods and to profit by his advice. He has been received, as he assures us, with the utmost kindness and assistance on the part of all who are engaged there in the work; and thus far all has gone on well, the new year opening with the best signs of promise. The school and the whole work of the institution are to be conducted on the same general principles as in past years, experience having proved them sound. And there is great encouragement in the fact that the whole staff of long-tried, admirable assistants, including the now venerable matron, Miss M. C. Moulton; the efficient head of the tuning department, Mr. J. W. Smith; the judicious, competent, devoted musical director, Mr. Thomas Reeves; the faithful master of the printing and publishing department, Mr. Dennis A. Reardon; and all the teachers and officers some of whom have been connected with the school during the greater part of their lives, and have served the cause of the education of the blind with exemplary fidelity, devotion and success, retain their respective places. And it will not be an easy matter, when their strength fails them one by one, to fill their places with their equals.

2. The School.

We can with confidence repeat what was said in the report last year: —

> The whole evidence of the director and the teachers, and all the personal inspection which the members of this board have been able to make, warrant us in saying, that the education in all its branches and phases — physical, intellectual, æsthetical, moral, practical — has been more than kept up to the high standard of the past few years. . . . To any one who visits the class-rooms, it is always interesting and inspiring to remark the zeal, the enthusiasm, the kindness and patience, with which these teachers make their work attractive to themselves as well as to their pupils.

The system of physical training, in the well-equipped gymnasium for boys and for girls, has been carried on with undiminished vigor; and its effects are visible in the healthfulness, the carriage and the whole appearance of the pupils.

The work of the school proper is conducted by the same corps of faithful and efficient teachers of both sexes, several of whom are blind themselves, that was engaged in it last year. Only one teacher has resigned. None have been dismissed.

The music department, here a most important one, inasmuch as deprivation of the sense of sight seems to seek and find so great a compensation with the blind in a peculiar keenness of the auditory nerve, and in a fine sensibility

to melody and harmony, — improves year by year under the director, Mr. Reeves, well seconded by able teachers and by seeing music readers. In chorus and solo singing; in piano-forte and organ playing; in the practice of the violin, the clarinet, flute, and various brass instruments, as shown in the correct, tuneful, tasteful performances of the well-filled band; in the theory of music, the writing and analysis of harmony, with some initiation into the mysteries of counterpoint through the study and practice, both vocally and instrumentally, of a number of Bach's chorals, — the standard of attainment is continually rising. One afternoon the writer had the pleasure of listening, by invitation of Mr. Reeves, to the recital by about twenty boys and girls, some of them very young, each in turn, of some one of twenty of the smaller piano pieces of Sebastian Bach, including preludes and fugues from the "Well-tempered Clavichord," inventions, arias, minuets, etc., and all of course from memory. In several pieces the violin bore a part. Could there be a more wholesome set-off on the musical journey of their lives? The pupils have been often favored also by concerts and recitals freely given, in their music hall, by many of the leading artists of Boston, — singers, pianists, violinists, etc., with choice programmes; and they have enjoyed the advantage of free admission to not a few of the best concerts in the city. Mention

should be made of the kindness of the proprietor and manager of the Boston Theatre in giving them passes to operas, especially during the German opera season. Thus, besides what they receive in the way of direct instruction and discipline, much is done to surround them with a good musical atmosphere.

The tuning of pianos is not only a study, but a means of livelihood with some of them. Mr. Smith has taught them not only to tune, but to put on strings, to regulate and to repair instruments. All the pianos in the public schools of Boston are still kept in tune by pupils or graduates of the Perkins Institution, and their work is welcomed in not a few private families.

3. Commencement Exercises.

These, with their crowded, deeply interested audiences; their fine show of pupils, cheerful, neatly dressed and beaming with intelligence; their richly varied, significant and well-selected programmes; the never-failing interest commanded by the prompt, sure, confident yet modest performance of every pupil who takes part in them; the excellent music; the readings from raised type; the practical illustrations, wholly through the fingers and the voice, of points in physical science and of machinery; the unity and grace of movement displayed in their fascinating gymnastic and military evolutions; the charming contributions

of the little sightless children of the kindergarten, with their modelings in clay and other pretty finger exercises; to say nothing of the impressive addresses and appeals by the president of the corporation and other distinguished gentlemen much interested in the blind, — are becoming an old story in these annual reports. Yet the occasion never loses its interest. This last time (Tremont Temple, Tuesday afternoon, June 4) it was as fresh as ever, and the impression made was never greater. In one respect — the unusual number of graduates (11 in all, 6 girls and 5 boys), more than ever before — this Commencement was of exceptional interest, and made a satisfactory offset to that of last year, when there was not a single scholar quite prepared for the diploma, never in this institution conferred prematurely. The remarks of President Eliot to the graduates, in presenting these diplomas, as well as his brief opening address, were tender, eloquent, impressive. And the remarks on the kindergarten by the Rev. James De Normandie were wholly to the purpose, and tended to awaken a new public interest in the cause. For the rest, suffice it to say, of the entire programme, that the execution was in each and every number worthy of the subject, and with especial emphasis upon the "Valedictory" by Miss French, whose talent and progress in piano playing have won her the favored position,

under our post-graduate system, of a pupil with Prof. Carl Baermann, a place recently occupied by Miss Roeske of last year's class, whose whole time is now occupied in teaching music, and with rare tact and success, in the kindergarten. And we may remark here, by the way, that funds, voluntary subscriptions, are needed for the foundation of more such scholarships.

4. The Work Department.

Much is done in both the branches of our work department; but the circle of the industrial occupations accessible to the blind is becoming smaller from year to year; outside competition is too powerful, and new incentives to manual training should be sought. On this subject Mr. Anagnos makes the following remarks, which we copy from his manuscript: —

> Our system of manual training is far from complete. It needs expansion or reformation on the Swedish plan, which was put into practice in this city some time ago, at the expense of that broad-minded and public-spirited philanthropist, Mrs. Quincy A. Shaw, who inherited from her illustrious father (Louis Agassiz) the noble instinct of laboring for the benefit of mankind, and to whose munificence and boundless generosity the community at large is under great and lasting obligations for the support of many nurseries and kindergartens at an enormous annual cost, and for numerous other deeds of benevolence.

Mrs. Shaw opened, a year ago last July, a summer school for manual training, in which she employed two experienced teachers from Sweden, — Mr. Carl Fallin and Mr. Gustaf Larsson. The system of instruction therein pursued was that of Slöjd, which includes carpentry, turning and wood-carving. A number of young men and women attended the school regularly. The most important of the tools in use was the knife. At the end of the session, which lasted six weeks, the work of the learners was exhibited in one of the upper rooms of the Cottage Place kindergarten, and it showed very conclusively both their skill and the efficiency of their training.

Slöjd's scheme of formal education, as practised in the normal school of Nääs, Sweden, is purely scientific in its principles, and decidedly progressive in its character. It admits of the use of numerous manipulations and of various tools; and its chief aims are to instil a taste for work in general; to inspire respect for plain, honest, bodily labor; to cultivate habits of order, exactness, cleanliness, attention and neatness; to foster industry and perseverance; to promote the development of the physical powers, and to train the sense of form.

After a careful study of the matter in all its bearings, I do not hesitate to state that there is no system of manual training so eminently adapted to body forth Froebel's ideas, and to carry on the work of the kindergarten from the lowest to the highest grades of schools, as that of Slöjd. I deeply regret, that, owing to the lack of suitable room, we cannot yet introduce it in this institution, and give to the pupils of both sexes an opportunity to thus exercise their mental and physical powers, and to acquire a certain degree of "handiness," in which they are so lamentably deficient.

5. The Kindergarten for the Blind.

This department has more than fulfilled the most sanguine expectations of those to whose clear-sighted and unresting philanthropy we are indebted for the establishment of what seems now an essential part of an institution like ours. The progress of the pupils in knowledge, in the power of acquisition and in the exercise of the mental faculties, surpasses easy belief, and can be accounted for only by the concentrated attention which their peculiar condition renders possible at an age when seeing children have their eyes constantly open to fresh objects in the outward world. It is worthy of special interest that the capacity of training in music, which for many of the blind is a life-work, and to many more a chief joy, can be most surely and efficiently developed at a very early age; the ear and the touch depending greatly for quickness, precision and delicacy, on impressions made and directions given before what may be called the habits of perception and sensation are formed.

These little children, almost without exception, have that fondness for music which is so characteristic of the blind. They love to sing the simple kindergarten songs and hymns which are taught them in the school-room;

and they commit both words and tunes to memory. Under the excellent instruction of Miss Cornelia C. Roeske, herself blind, a recent graduate of the Perkins Institution, possessed of superior musical gifts, with a fine taste and a rare faculty for teaching, they are acquiring the early rudiments of musical culture, growing up familiar with melody and harmony, and trained to a tasteful and expressive daily exercise of their vocal powers. They have daily lessons in musical notation; and the readiness with which they recognize and name tones of the scale when touched on the piano, and correctly analyze full chords so struck, is quite remarkable. Many a good musician lacks that faculty. They sing not only melodies in unison, but sometimes in two parts, alone or in chorus; and quite a number are taking lessons on the piano-forte, and play exercises and simple pieces in a manner certainly encouraging. All this prepares them well for more advanced studies in music at the higher school hereafter. What has particularly interested us in these little singers has been a certain refinement in their song, showing what care is taken to weed out all tares, to prevent all shouting, harsh, coarse, vulgar ways, and how true accent and enunciation are steadily inculcated.

The problem of education for those both

blind and deaf, which to Dugald Stewart and other philosophers of his type seemed utterly hopeless, was first solved by Dr. Howe in the case of Laura Bridgman. It has been presented anew in Helen Keller and Edith Thomas. Helen is virtually one of our pupils, as her teacher is one of our graduates, and has done her work under the inspiration and with the warm sympathy of Mr. Anagnos; and arrangements are now made by which this wonderful child will become a resident pupil. She has kept up her communication with her Boston friends since her last year's visit, in letters far superior in thought and in expression to such letters as the most intelligent seeing children of her years are wont to write. The following was addressed to Mr. Dwight, of our Board. It was written in printing letters, as well shaped and as clearly legible as we now give them in type: —

TUSCUMBIA, ALA., May 26, 1889.

MY DEAR MR. DWIGHT, — Your little friend Helen was delighted to receive your letter. Yesterday I went to another picnic with my little friends. We sat in the shade which the great trees made for us and ate our dinner. The little birds sang sweetly all day. I think they were glad to see the little boys and girls so happy. There was a gentle breeze and it was very fragrant, for the woods was *

* This error was the only one that occurred in the original letter, which is printed without the slightest alteration.

full of the delicate wild flowers. We gathered some of them to take home to our friends.

I am sorry Mr. Anagnos is going so far away. But he says he will write to me from Rome, Paris, Athens, and many other beautiful cities, and when I am old enough I shall travel myself. My little friend Eva has come to stay with me while my dear teacher goes home to rest. I shall miss her greatly, but I must not cry, for that would make teacher unhappy. I should like very much to go to Boston with her, but I cannot. So I will write to her every day.

I wish you were here to eat some of the delicious strawberries and raspberries. Mildred and I would pick the nicest berries for you. The magnolias are in bloom now, and the air is sweet with their perfume.

Teacher and Mother send you their love. Sister sends a sweet kiss, and I send many.

HELEN A. KELLER.

Edith Thomas manifests an equally teachable nature, has already as copious a vocabulary at her command as is available for a large proportion of seeing men and women, and writes letters that indicate a bright and active mind, promptly susceptible of instruction and influence.

Perhaps the most remarkable trait in these two children is their thirst for knowledge, — an unresting curiosity which makes every acquisition a fresh and vivid joy. This trait may suggest the existence of a similar curiosity, no less intense, in seeing children of active minds. They learn and know, not because they are possessed of the organs of sense, but because a mind that craves knowledge makes its perpetual and dili-

gent quest through these organs, which else would teach them nothing. In the blind and deaf children the curiosity which normally seeks and finds its ample gratification through eye and ear, much more than through taste, touch and smell, presses continually its claim for knowledge of the surrounding world through the one gate of knowledge which remains unclosed.

It is impossible to over-estimate the importance of this infant school. Our average pupil in past years has learned at home a great deal that needed to be unlearned, and at best has had no carefully planned and continuous mental culture. The blind child of a family is either petted or neglected, and in either case lacks proper discipline of mind and character. In a poor family such a child may be treated with kindness; but, with one more mouth to feed and body to clothe than there are pairs of hands that can labor for the support of all, there is but little time that can be afforded for the relief of his loneliness, and but scanty resources for his instruction. There are, withal, not a few households in which demoralizing influence might be exerted through the ear, and all the more readily where the eye cannot discern the deformity of what is morally evil. Nor should it be forgotten that congenital defects of organism are most likely to be found, and disabling accidents are of most frequent occurrence, in the

very portions of society least fitted for the care and nurture of sightless children. In point of fact, the great majority of our pupils, from the beginning to the present day, have had little done, and almost nothing well done, for them before they came under our charge. Our aim is to give to the pupils of the kindergarten the tender care, the faithful oversight, the judicious discipline, and the moral and religious training of a Christian home.

The eminent success and already established reputation of our kindergarten make its urgent needs much greater than could have been supposed at the outset. Our building is over-full; applications already on hand must be refused or postponed, and postponement in many cases is not much better than refusal; and we ought to have room for all the little children who are ultimately to become members of our older classes. The originally proposed endowment fund of a hundred thousand dollars, as will be seen, is completed. We are largely indebted in this behalf to Francis Bartlett, Esq., who has given us ten thousand dollars of the bequest for public charities which the will of his father, the late Sidney Bartlett, placed at his disposal. In the singularly wise disposition which he has made of this fund, we believe that no other portion of it will be so gratefully received, will be so profitably invested, or will yield so rich a

revenue of substantial and enduring benefit, as this. The kindergarten fund has also been still further augmented by a legacy of five thousand dollars from Miss Mary Williams of Roxbury. Our endowment fund ought to remain entire, and to that end a certain percentage of it should be annually added to the principal, to provide against necessary loss by diminished interest, or by premiums in the change of investments. Outside of this fund, we need, at the earliest time possible, a new building, — with an increase, of course, of current expenses, as, while the general management of the institution would extend to the enlarged number of pupils, the cost of subsistence for the additional pupils, and the salaries of additional teachers, must be provided for.

The visiting committee of ladies, always on the alert for ways and means to supply the wants of the kindergarten, have organized an auxiliary aid society, to contribute to the necessary expenses of the institution. Of this society Mrs. John L. Gardner is treasurer, and Miss Eliza Winthrop secretary. They and their associates have spared no efforts in soliciting funds. They have addressed a large number of autograph notes to persons whom they supposed to be ready helpers in any good work, asking them to become members of this organization, and regular contributors to the amount of one dollar and upward;

and they have met with signal success. One thousand five hundred and seventy-six dollars have already been subscribed. The branches of this association are spreading over New England, and we welcome it, not only for the subsidies which it may furnish, but for the extended and permanent interest which may thus be awakened in this pre-eminently Christian work. In the name of Him whose hands, once laid in blessing on those little children in Galilee, rest unseen on every head of these little ones for whom we plead, we commend this charity to a beneficent public, and will not cease to urge its claims, till every sightless child in New England can be lovingly cared for, shielded from evil, and trained for the best that he can acquire, become and be in this world and in the world beyond.

6. Finances.

The report of the treasurer, presented herewith, gives full details of the receipts and expenditures of the year, which may be summarized as follows: —

Cash on hand Oct. 1, 1888, ...	$37,306 52
Total receipts from all sources during the year,	202,773 38
	$240,079 90
Total expenditures and investments, . .	177,833 11
Balance, ...	$62,246 79

It appears from this summary that the finances of the institution are in a very satisfactory condition. Strict economy has been practised where the efficiency of the school and the health of the household rendered it possible.

A part of the permanent funds of the institution has again been invested, by the committee on finance, in real estate. A brick building, Nos. 250 and 252 Purchase Street, four stories high, and extending to Atlantic Avenue, has been purchased; also three houses, — two on Fourth Street, on the west side of the institution, and one on H Street, adjacent to land already owned by the corporation; also a granite building, four stories high, at the corner of Congress and Matthews streets.

7. Repairs and Improvements.

This is the fiftieth year since the main building was occupied by the school. Large sums of money have been expended for alterations, repairs and improvements, but some of its parts are still in a dilapidated condition, and require constant attention. During the past year the cost for ordinary repairs for the preservation of the building, and for the necessary alterations in the system of plumbing and ventilation, amounted to $7,450.96.

8. Printing for the Blind.

There has been no relaxation in the operations of the Howe Memorial Press, and the following books have been issued during the year: "Little Lord Fauntleroy," one volume of Latin selections, and the second and third volumes of Irving's "Life of Washington." In addition to these, four pieces of Braille music have been printed, and two volumes of Urbach's "Prize Piano School." At no time in our history has the work of our printing house been so wide, and so solid and satisfactory in its results, as within the last few years.

Our gifts and loans of embossed literature have been considerably extended. Books have been placed in the New York Circulating Library, and in the libraries of Providence, Newport, New Haven, Hartford and Worcester; they are loaned to all deserving blind persons who apply for them; they are given to all new and struggling institutions for the blind, and to "Homes," or centres, where the blind assemble, — in short, it is the intention to place them in every library where any considerable number of blind persons will be likely to use them. We should not be content with what is done in this direction until every blind person in New England and elsewhere is supplied with a sufficient amount of choice literature in raised print.

We thankfully acknowledge the receipt of a bequest of $5,000 from the late Moses Hunt of Charlestown. Mr. Hunt has been a warm friend of the blind, and has repeatedly contributed to the printing fund and to the kindergarten. As a token of gratitude, his legacy will always be known as the MOSES HUNT BEQUEST. Our thanks are also due to Miss E. S. Howes for the gift of money sufficient to print one hundred copies of the "Story of Patsy."

9. WORKSHOP FOR ADULTS.

The workshop, which last year was barely self-supporting, shows in its account for the present year no very marked improvement. This is to be greatly regretted; for there must always be a certain proportion of capable and industrious blind men and women, who can earn an ample subsistence, but at the same time cannot find suitable employment outside of our premises. The work done by these persons is of the best materials, of the very best quality, and for no more than remunerative prices. It can of course be undersold by poorer work, which will look as well at the outset, but will not wear as well. The great disadvantage, however, is, that our goods cannot be brought into fair competition, in an open market, with other similar goods. It is, therefore, desirable that the trustees and friends of the institution should take a personal interest, and solicit the interest of others, in this

department, and thus secure purchasers, who will be sure to find it for their benefit to remain our customers.

10. Death of Members of the Corporation.

The members of the corporation who have died during the last year are: William Amory, who retained through many weary months of decline and infirmity a fresh interest in every benevolent enterprise; J. Ingersoll Bowditch, a practical philanthropist, equally generous and wise; Mrs. Gardner Brewer, a name not unfamiliar in the charities of Boston; Mrs. William F. Cary, the last surviving child of our founder, Thomas Handasyd Perkins, and of kindred spirit with her father; Peleg W. Chandler, whose worth as a Christian man was commensurate with his professional eminence; Miss Annah P. Cruft, lovingly remembered by all who knew her; Mrs. Nancy S. Davis, of Fitchburg; Oliver Ditson, who in his lifetime and by his will showed that he understood how to use for the best ends the revenue of faithful industry; Charles L. Flint, long, honorably and efficiently in the service of the State; Professor William Gammell, of Providence, who adorned his high literary reputation by a character that won both reverence and affection; Miss Rebecca Goddard; George Higginson, who made his wealth a treasury for every cause of human well-being;

Zenas C. Howland; Herman B. Inches, whose warm sympathy and ready aid were bestowed on every cause of humanity; James L. Little, well known in mercantile circles for integrity and honor; Miss Abby W. May, whose benevolent activity and benignant ministries won enduring remembrance; Rev. Bradford K. Peirce, whose record as a minister of the Gospel is that of loyal and loving fidelity to his work and to his Divine Master; R. M. Pulsifer, a man of sterling excellence in all the relations of life; Mr. and Mrs. William G. Saltonstall, of precious memory; Mahlon D. Spaulding; Mrs. Eliza Sutton, of Peabody, whose beneficence for many years secured for her a rich revenue of honor and gratitude; and Henry A. Whitney, who, in a career of busy enterprise, never lost sight of the public welfare.

All which is respectfully submitted by

FRANCIS BROOKS,
JOHN S. DWIGHT,
WILLIAM ENDICOTT, Jr.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

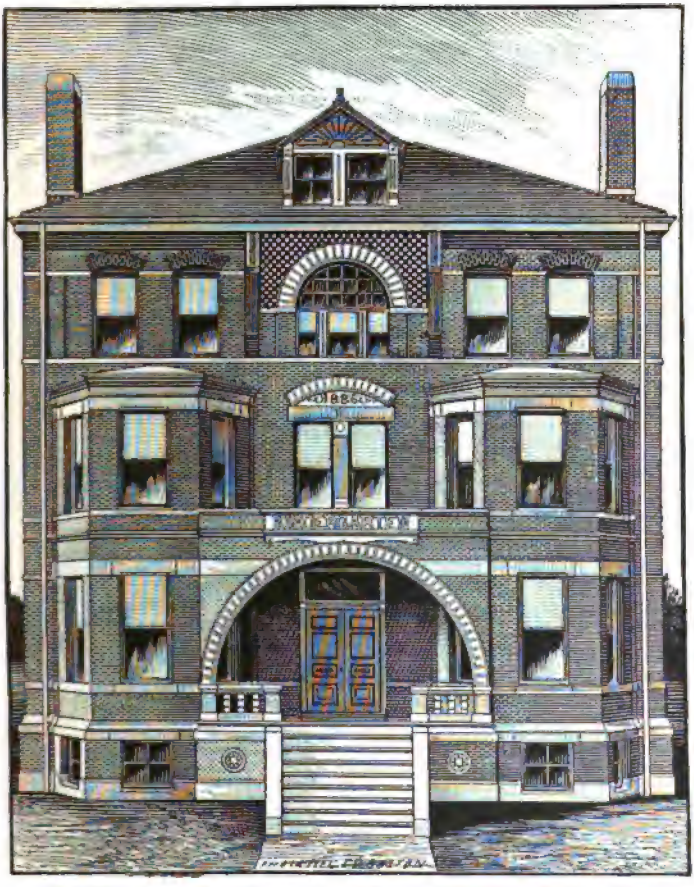
Trustees.

THIRD ANNUAL REPORT

OF

THE KINDERGARTEN FOR THE BLIND,

SEPTEMBER 30, 1889.



BOSTON:
WRIGHT & POTTER PRINTING COMPANY, STATE PRINTERS,
18 POST OFFICE SQUARE.
1890.

Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.

OFFICERS OF THE CORPORATION.

1889-90.

SAMUEL ELIOT, LL.D., *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

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WILLIAM ENDICOTT, JR.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M.D.
ANDREW P. PEABODY, D.D.
EDWARD N. PERKINS.
WM. L. RICHARDSON, M.D.
LEVERETT SALTONSTALL.
THOMAS F. TEMPLE.
S. LOTHROP THORNDIKE.
GEORGE W. WALES.

VISITING COMMITTEE.

[At a meeting of the board of trustees, held July 2, 1887, the following vote was passed unanimously: —

Voted, That the board of trustees appoint a visiting committee on the kindergarten, consisting of twelve ladies, who shall visit the kindergarten and consult with the matron on its domestic affairs, and extend toward the children such kind notice and advice as they may deem proper.]

Mrs. ELIZABETH C. AGASSIZ.
Miss ELIZABETH L. ANDREW.
Mrs. WILLIAM APPLETON.
Mrs. MAUD HOWE ELLIOTT.
Miss CLARA T. ENDICOTT.
Miss SARAH B. FAY.
Mrs. JOHN L. GARDNER.
Mrs. THOMAS MACK.
Miss LAURA NORCROSS.
Mrs. ROBERT TREAT PAINE.
Miss EDITH ROTCH.
Mrs. ROGER WOLCOTT.

OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

M. ANAGNOS.

ACTING DIRECTOR.

JOHN A. BENNETT.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

Miss ISABEL GREELEY, *Matron.*
Miss NETTIE B. VOSE, *Assistant.*
Miss FANNY L. JOHNSON, *Kindergartner.*
Mrs. SARAH J. DAVIDSON, *Kindergartner.*
Miss CORNELIA C. ROESKE, *Music Teacher.*
Miss HARRIET M. MARKHAM, *Special Teacher to* EDITH THOMAS.

ESTABLISHMENT OF THE KINDERGARTEN.

On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act was passed by the Legislature, March 15, 1887: —

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

AN ACT

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows: —

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate to an amount not exceeding two hundred and seventy-five thousand dollars in addition to the amount it is now authorized to hold.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

HOUSE OF REPRESENTATIVES, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker.*

IN SENATE, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President.*

MARCH 15, 1887.

Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,

Secretary of the Commonwealth.

KINDERGARTEN FOR THE BLIND.

THIRD ANNUAL REPORT OF THE DIRECTOR.

TO THE BOARD OF TRUSTEES.

Gentlemen: — The past year of the kindergarten has been one of prosperity. At the close of the preceding year, as appears by the last annual report, the endowment fund amounted to $29,648.10. It has now reached the $100,000 originally proposed, and we have a balance over of $7,025.91, to be applied on the contract for grading and for other necessary expenses. We are happy to report also, that, for the first time since the establishment of the school, there is not a deficit at the end of the year on account of current expenses. The amounts received from invested funds and for tuition have been sufficient to pay the ordinary expenses.

What the kindergarten now needs, is more room. I quote from the last annual report of the director: —

> The new and commodious building, which was so carefully planned and well constructed, so convenient and beautiful, — itself a refining, uplifting, educating power to those who

gather within it for instruction and training, — has proved to be well adapted to its purposes. It is complete in its internal arrangements, and affords excellent facilities for all the necessary exercises of the school. But, although it was dedicated to the uses of the kindergarten only one year and a half ago, it is now crowded to its utmost capacity. There is not a vacant bed in it, while a number of sightless children, who are eagerly seeking admission within its walls, and who ought to be taken away from their surroundings and placed under our care, are kept out for want of room.

This state of things renders it absolutely necessary that a second building, similar to the first one in size and architectural style, should be erected without delay.

Since the above was written, three more beds have been crowded in; and there is now no possible way to isolate a child before he is ill enough to be sent to the hospital, except by encroaching upon the rooms used for daily recitations. The erection of another building means not only the additional cost of the structure, but an almost corresponding increase of current expenses; so that, although the proposed fund has been raised, the kindergarten still has very pressing needs for money.

Grading.

The committee whose duty it was to select a site for establishing the kindergarten desired to find a large tract of level land, convenient of access, and within their means of purchase.

Estates large enough for several buildings and for suitable play-grounds, within reasonable distance from Boston, and adapted for such a purpose, were too expensive to be considered. The spot selected by the committee was so covered with ledges as to be of little practical value without grading. Could this land be bought and graded to a level for a less sum than would have to be paid for the same quantity of land, equally desirable in all other respects, but level? Not if it were to be cleared in the ordinary way for building purposes; but, if the materials could be utilized by the contractor, and he be allowed to take his time for working and disposing of the stone, it was found that the cost of the whole tract, levelled, would be less than two-thirds of what would have to be paid for property elsewhere, no better in the end. Accordingly, contracts were so made that the whole land is to be graded within five years from the making of the contracts, and at a total outlay, for land and grading, of less than $44,000. The amount of land available when graded will be six acres.

The School Work.

The prosperity of the kindergarten for the past year has not been confined to its finances. The same faithful and efficient work has been done by the same corps of officers and teachers

as in the preceding year, with the exception of the special teacher of Edith Thomas, who resigned in June. She was succeeded by Miss Harriet M. Markham, who seems happily to combine those traits which are indispensable to Edith's full and proper development. The work of the year has not been interrupted by any serious illness in the household. One pupil has been discharged, it having been ascertained that his sight was sufficient to make his further connection with the school unnecessary. Eight other pupils were promoted to the school at South Boston, and their places were immediately filled by applicants some of whom had long been waiting for a vacancy.

Attention is respectfully called to the accompanying report of the matron.

Edith M. Thomas.

The education of Edith Thomas has been continued through the year, with gratifying success. Her health has been uniformly good, and although the affection of the ears, which last year appeared to cause her so much pain and vexation, has not entirely disappeared, she has now so far recovered that it is hoped she will soon be able to dispense with the aurist's care.

Her sight and hearing are entirely gone. She appears to have the sense of smell to an average degree, and uses it like people whose

EDITH M. THOMAS.

senses are perfect. She takes pleasure in the fragrance of flowers and other agreeable odors. She does not, however, apply miscellaneous objects to her nose, but relies entirely upon her sense of touch for examining, and for receiving information and instruction of all kinds.

The disease by which Edith lost her sight and hearing has already been mentioned in these reports; but we venture to allude to it again in order to give some details which will lead to a better comprehension of her condition, character and acquirements. Until this sickness, which occurred when she was four years old, Edith had been a healthy, vigorous child, of more than average quickness and ability; and, according to her mother's account, she had attained a greater command of language than most children of her age. She was an incessant talker, and her childish speech was very intelligible. Then she was prostrated with scarlet-fever and diphtheria, and for many weeks the little sufferer was confined to her bed. The disease raged violently in throat and ears, the eyes were coated with a membrane by which they were finally destroyed, and the organs of speech were, for a time, paralyzed. When she began to recover, her sight was entirely gone, she had forgotten how to walk, and her hearing was already beginning to be affected. She had been her father's pet, and when she regained

her speech the first word she uttered was "Papa!" Lying in his arms she bravely endured the necessarily painful treatments for throat and ears, clenching her little hands to bear the suffering which, at its worst, would only wring from her lips a pitiful, "Please don't, papa!" When she had again learned to walk, a tiny sister had come into her home, and little Edith at once assumed the duties of attendant at baby's morning bath. She quickly learned and delighted to bring every article that was needed, and was vexed if any one anticipated her.

During the two years which followed she continued to talk, and her active brain and hands found abundant occupation. She remembered the period before the terrible illness, and used occasionally to allude to it in connection with some present event, calling it "other days;" and it is thought that she then recalled to mind what she used to see before she lost those full, black eyes, which were so beautiful. She found her way about the house so easily that her loss of sight was less marked than it would otherwise have been.

But gradually her friends found that they must raise their voices more and more in order to make the auditory nerves carry their messages to the child's brain, and when she was six years old Edith had ceased to hear even the loudest

sounds. The world, already dark to her, had now sunk into absolute silence. Naturally her speech degenerated, and by degrees was abandoned. No uniform signs took its place as a means of communication, but the tones of the child's voice, sometimes accompanied by pantomime suggested by the occasion, told the mother her feelings or wants; and Edith's logical mind and her knowledge of the general order of household events, supplemented the slight indications of her mother's wishes. If the child were teased or hurt by one of her playmates, the pitiful complaint expressed in the tones of her voice told the story as well as any words could do; and, gently patting her shoulder, her mother would speak to her such words of comfort and encouragement as she would have addressed to another child, and Edith would go away content. The soothing word, though unheard, was evidently a comfort to the little girl, though we know not by what channel it reached her mind. If her mother wished to send her for anything, she would turn Edith's face in the direction she wished her to go, and the child would accordingly go up or down stairs, toward parlor or kitchen, usually comprehending the object for which she was sent.

In an early report on Laura Bridgman, Dr. Howe speaks of the strong tendency among deaf mutes to utter vocal sounds; he says that Laura

had a distinct sound for each of her friends, and uttered it when she met them, or when thinking of them; but in speaking of them she would spell the name. Hence he infers that the vocal language is the natural language, and the first which entered Laura's thoughts. No such method of naming people has been observed in Edith, nor (although she evidently recognized her friends) does she seem to have had any distinctive signs for them in the interval (of about three years) between her practical loss of oral language and her acquirement of finger speech. Her last intelligible word — "kitty" — was spoken long ago, and articulation now appears to have ceased. Her laugh remains perfectly natural, and is merry and pleasing in its tones; her cry resembles that of ordinary children. Occasionally she says, in finger speech, "Edith sing;" and then utters a succession of sounds, varying in tone, but never very loud, although she can scream lustily. As speech degenerated, she began to make use of another sound, which seems a remnant of oral language; and this she still uses, although at a sign from her teacher she immediately becomes silent. When she is excited, perplexed, or very much in earnest, with closed lips she utters this low, continuous sound, which varies in expression, in pitch and in intensity; a sound by no means unpleasant, save when, by continuance, it becomes wearisome. Sometimes,

when alone, playing with her dolls, her manner indicates that she is talking to them by this sound, but she no longer uses it in addressing persons.

The manual alphabet has now become so familiar that she uses it almost unconsciously; she talks to herself in finger speech, and even while falling asleep she is often spelling the passing thoughts. Her tiny fingers form the letters neatly, and she writes in the air an even hand that is pleasant to follow.

During the past year Edith has made considerable progress in language. The extent of her vocabulary is not exactly known, but it numbers at least seven hundred words; she now understands the use of the singular and plural of nouns, the personal pronouns, and the comparison of adjectives, and she uses prepositions with greater freedom. In the formation of the plural she was first given such nouns as add *s* to the singular. She readily learned this lesson; but when she found afterwards that some nouns added *es*, as *box*, *boxes*, and still others changed the final consonant before adding the terminal, as *knife*, *knives*, she could scarcely become reconciled to such irregularities, and remonstrated long and earnestly before she finally yielded. The use of the personal pronouns was also a great trial to her. When her teacher began to address her as "you," instead of

"Edith," the little girl evidently considered it an incivility, and would correct her teacher by spelling, emphatically, "Edith." At last she became quite exasperated at the continued use of this pronoun in reference to herself, and when, one day, her teacher asked, at table, "Will you have bread?" Edith, with all the indignation which could be expressed by look and manner, replied, "Will *you* have bread?" Her teacher gently answered, "Yes!" and Edith, apparently perceiving that the pronoun was not a contemptuous expression, never afterwards objected to being thus addressed. Such comparatives as *larger*, *largest*, she at first found difficult; but she has mastered the essential idea, and now learns them readily. Abstract nouns are still a source of difficulty, and the occurrence of the same word with different meanings is very perplexing to this little student of our language. She has long been familiar with the word *watch* as a timepiece; but a short time ago, while reading the story, "The Boat Sailing Away," the word occurred in its primitive meaning in the following sentence, "Now we will *watch* them, and when they go away they will seem to grow smaller and smaller." Edith's idea of *watch* did not fit the context, and she asked what it meant. She was told that they were "looking" to see the boat go away, and her teacher tried to explain this use of the word.

But Edith could not believe that the writer meant *look* when she said *watch*. She pointed to the toy watch which she was wearing, and said, almost indignantly, "Lady who made the book said 'watch'!" The word *enough* was recently given her, and an explanation of its meaning was supplemented by illustrations with a basket containing shells. After several ingenious trials to test her comprehension of the word, her teacher still remained in doubt. A few hours later, however, her doubt was dispelled, when Edith, being asked at dinner if she had had *enough*, replied "Yes!" then, quickly correcting herself, said, "No! more pudding!" Since that day she uses the word correctly.

Reading, which has been so irksome a task to her, has now become a positive pleasure, and she is especially interested in a little book she now has, because the short chapters into which it is divided make a continuous story, and the acquaintances she made in the beginning of the book she meets again and again as she proceeds. While one of the teachers reads aloud to the other little girls, Edith will sit near, reading to herself from the book which she finds so delightful. At other times she reads to her teacher, following the lines with the fingers of one hand to catch the words of the writer, while with the other hand she translates them into manual language. While thus occu-

pied, the fingers that read run on in advance of those that repeat the words; she is taking in ideas more rapidly than she is transmitting them, and the brain is therefore doing a complex work in following simultaneously two sets of words and guiding the hands in the performance of different duties.

Pencil writing is still a tedious task to her; nevertheless, she continues to improve, and uses it in her lessons and in letters to her mother and other friends. [Edith used to think a man was in the letter-box, and when she went to post a letter, she would knock on the box and say, "Man, open door!" She now understands how letters are sent by mail.]

She studies elementary arithmetic, has made some progress in addition, and has demonstrated her familiarity with the tables of twos, threes, and fours, by writing them out neatly, with pencil.

She has taken the kindergarten occupations, and can now analyze the gifts. She works from dictation, her teacher repeating in finger speech the oral directions given to the class. She takes great delight in modeling with clay, especially when, after the completion of the articles required by the lesson, she is allowed to choose an object, and exercise her ingenuity to produce from memory a likeness of something she knows through the sense of touch. And in this exercise she is very success-

ful. Her voluntary work often lacks finish, but in form, in the relative proportion of the various parts, and in attention to detail, it excels that of her school-mates. In the exhibit sent by the institution to the Paris Exposition were included three articles of Edith's handiwork. These were a sample of kindergarten sewing, another of splint weaving, and a doll's hammock which she had netted. These articles were so well finished that they would compare favorably with similar work done by seeing children.

Until recently Edith has occupied a room alone, and she was very happy when she found she was to have a room-mate; but she at first disturbed her companion by rising very early in the morning and arousing M—. Reproof did not prevent a repetition of the offence, but when she learned that little M— was to be removed from her room, she begged that the child might be allowed to remain, promising that she would not rise until she was summoned. She repeatedly spelled this promise to herself, as if to impress the necessity of its performance. She has kept her word, and now waits until the rising bell which arouses the other children, is communicated to her by an attendant, who goes to her bedside and spells b-e-l-l in Edith's hand. She rises, dresses without assistance, and is soon ready for the duties and pleasures of the day.

In the early years of Laura Bridgman's education it was observed that she had a very correct idea of the lapse of time. The same is true of little Edith. She has not yet learned the hours of the day, but reckons time with reference to such periods as breakfast, dinner, supper, morning, evening, yesterday, to-day, to-morrow. She keeps account of the days of the week, and their distinctive features in connection with her duties. It is evident, too, that, though she has not yet been given the *names* of the hours of the day, she nevertheless recognizes each by its distinctive duty; and from hour to hour throughout the day, when notified that the bell has rung, she goes directly, without guidance, to the room in which her next lesson is to be given, or to prepare for the occupation assigned to the following hour. Sometimes she fails to receive notice; she may be alone, and, not knowing the exact time, as class hour approaches, she will go to the open door of the school-room, and stand perfectly still, watching for indications of the presence of the class. It takes but a moment thus to assure herself, and if she finds that the class has not yet assembled, she returns to her play.

Her fondness for being out of doors was mentioned in the last report. She sometimes goes out alone to play, but she likes better to take her recesses with the children, and to drag

the little girls about the grounds in a small wagon. Her fearlessness and agility in climbing are sometimes a source of anxiety to her teachers, but she never meets with any serious mishaps.

Her idea of locality, and the independence and freedom with which she goes wherever she wishes (so far as she is allowed), are very remarkable, and are rarely equalled by any blind child who has the sense of hearing as a guide. She is familiar with the neighborhood of her home, and goes alone to the houses of friends. One day Edith sought permission to visit a little girl whose home was on the opposite side of the street. Her mother hesitated to allow her to cross the street alone, but Edith protested that she was "a large girl," and promised to "run quick;" and her mother at last consented, standing at the window, meanwhile, to watch. As Edith reached the sidewalk, she perceived by the vibrations of the ground beneath her feet that an ice cart was approaching. Several of these heavy wagons followed in succession, and she stood patiently watching her opportunity to cross. Then a light carriage was driven rapidly past, and still she waited, until, perceiving that was the last vehicle, she ran across to the fence on the opposite side, paused an instant to find her bearing, then followed the fence to the gate and thence found her way to the door. Her lack of sight does not produce

the usual groping; and, were it not for the possibility of accidents against which she could not guard, she would scarcely need an attendant when she goes out for a walk.

Edith frequently asks permission to go to church; but it has not been considered wise to require the little girl to sit quietly through the length of time usually given to a church service, until she is able to understand something of its character. One day, however, while they were taking a walk, her teacher, finding a church door open, entered with her pupil, showed her the interior of the building, and tried to give her an idea of the service. The pastor was a gentleman whom Edith knew, and she became much interested when her teacher told her that he stood in the pulpit and talked to the people. From that time she was so anxious to attend church with the other children that her teacher promised to take her. When Sunday morning came, the little girl said, "Edith put on best dress and go to church after make bed and fix room nice;" and she ran about the house in great delight, telling every one who could talk with her that she was going to church. When the hour came and she was ready to go, she asked for a penny to put in the contribution box, tied it in her handkerchief and put it in her pocket. She breathed hard and seemed to be in a fever of excitement all the way.

When her teacher attempted to caution her about keeping quiet and not making sounds with her lips, she withdrew her hand with an air which said plainly that such caution was unnecessary. And so, indeed, it proved; for she was perfectly quiet throughout the entire service.

Edith is a very industrious little girl, and is capable of performing various household duties. She can set the table, wash and wipe dishes neatly, sweep floors and make beds. She likes to go to the laundry of the kindergarten, and assist in turning the stockings and folding the clothes. She shows great aptitude for cutting and fitting. She dresses her dolls in the fashions which please her, and if the dress of a visitor suggests to her a desirable style, she hastens to copy it in a new garment for one of her family of dolls. One day she found a headless rag doll, and she immediately set to work to replace the lost member. Taking a piece of cloth, without pattern she cut two slightly oval pieces, well shaped and fairly proportioned to the size of the body, sewed them nearly around, leaving an opening through which to put the stuffing. She turned them so as to leave the seam on the inside, and, cutting small pieces of cloth, stuffed the head she had made; then taking a strip she sewed it around the opening, thus making a neck for the doll, taking care that this seam also should be on the inside; and finally stitched

the neck to the body of the doll. The idea was entirely her own, and in its execution she had no assistance whatever. This is but one of many examples which might be cited to show that she not only has the imagination to conceive, but also the skill and ingenuity to carry out her conceptions; and this ability is not confined to handiwork only, but seems to extend to all practical matters as far as she has yet had experience.

She is affectionate in her disposition, and responds quickly to those who manifest an interest in her. She is fond of children, but shows discrimination, and is much more attracted to some of her school-mates than to others. She joins heartily in their sports, in some of which she is the leader, takes part in their gymnastic exercises and in their kindergarten games. She is also fond of animals, especially of dogs and horses.

She has grown more tender and considerate of the feelings of others; she seeks the approval of her teachers, and often manifests sorrow when she has done wrong, or when she has accidentally committed mischief. One day, by a quick movement of her hand she swept from a shelf, where the child had placed it, a doll belonging to one of her school-mates. It fell upon the floor and was broken, and little Edith repeatedly expressed her sorrow for the accident, and tried to assure

her teacher that she did not mean to do it. Then a sudden thought seemed to occur to her; she ran to her room, and, selecting her favorite doll, she carried it to the little girl to replace the one she had broken.

Her punishments (for she is very human, and just as naughty as the average child) are borne with better grace than formerly, and she sometimes contrives to make them more endurable by finding some fun in them. As a punishment for a certain misdemeanor, she was allowed to have only plain bread for several successive meals. She accepted her punishment without remonstrance, and with a smile of merriment she used her knife and fork at each meal, and ate her bread with an air of "making believe" it was the most dainty fare.

The characteristics of childhood, which are generally supposed to be developed by the quickening influences of sight and hearing, appear in Edith without such stimulus. A recent incident illustrates this. A pair of gloves which had just been bought for Edith pleased her exceedingly, and she asked if she might show them to a visitor. Permission being given, she brought them; but, as she was advancing to present them, she stopped, drew back a little, and stood for awhile, in doubt. After some hesitation she finally approached, and, with a smile, timidly offered the gloves for examination. Her manner

was very sweet and engaging while expressing that natural shyness so common among little children.

Blindness, while it closes one of the broadest and smoothest avenues to learning, has nevertheless partial compensations in removing some distracting influences, and in creating a sense of dependence which tends to make the pupil more docile. Thus the blind child is unconsciously aided to that greater steadiness of application, by which alone he can overcome the great obstacles in his way. But, strangely enough, the loss of sight has not aroused in Edith this sense of dependence; and the additional loss of hearing, instead of awakening that hunger for food from without, which such terrible isolation has created in other blind deaf mutes, has stimulated the development of resources within herself, and thus increased her independence and self-reliance. Hence, when she entered school her mind was not a blank page ready for the inscription of the daily lessons of her teacher, but was as full of childish fancies, thoughts and plans as that of any intelligent little girl of her age; and, in view of her slight incentives to the painfully slow and laborious task before her, the progress of little Edith is remarkable. But the very traits of character which were a hindrance at the commencement of her education are the strongest assurances of greater progress

in the future. The delight which she manifested, when, after the long vacation, the summons came for her return to the kindergarten, and the pleasure which she has begun to feel in reading embossed books, are indications of an awakening interest in her studies, which, combined with her great natural ability, can scarcely fail to produce admirable results.

Ladies' Visiting Committee.

The ladies' visiting committee have not only continued to manifest a kindly interest in the welfare of the children, but they have cheerfully assisted in raising the necessary funds to insure the permanence of this work, and to their efforts we are indebted for a considerable portion of the annual receipts. They held a second reception at the kindergarten in April last, and organized a Ladies' Auxiliary Aid Society, which has been actively at work sending out branches and extending a knowledge of the kindergarten and its needs throughout New England. The following article appeared in the April issue of the "Transcript Monthly," of Portland, Maine:—

The Kindergarten for the Blind.

It is now nearly two years since this beautiful and helpful institution has been in active life and working. At first a dream in the mind of Michael Anagnos, its founder and father, a dream which was by many people considered

wholly unpractical and impossible of realization, it has gradually shaped itself into a beneficent reality, the importance of which it is difficult to overestimate. Let us consider for a minute what the life of a little blind child is, without the sort of help that the kindergarten affords. By far the greater number of these little ones are the children of working people, whose days must be spent in toil, that they may win bread for themselves and those who are dependent on them. While the father is in the shop or the factory, the mother busy at home or abroad, the sisters and brothers at school, the blind baby must of necessity sit alone in darkness. It may be — alas! would that experience showed us it always is! — as tenderly loved as is the child of a millionnaire; often, perhaps, much more tenderly. But the work must go on; the bread must be earned; the washing, mending, cleaning, cooking, must be done. And so, as I said, the blind baby spends much of its time alone. It is probably not unhappy; few little children are, thank God! They take things very much as a matter of course, and the sunshine they brought with them from heaven keeps them warm and cheerful still. The baby plays with its toys, makes its journeys of exploration round the kitchen, learns the shape of table and chair (let us hope, *not* of the hot stove!), of kitten and puppy, by means of its busy fingers; learns to distinguish voices, to welcome its father with a crow of welcome when he comes in for his brief "nooning;" to flush and quiver with delight at the approach of its mother's well-known footstep. It sits on the doorstep in warm weather, basking in the sunshine, like the kitten at its side; breathing the soft air; listening to the bird-songs and the voices of the other children at play; feeling with delight of the wild flowers which its sister throws into its lap. Ah, yes! or else, if it has the misfortune to be a city child, it breathes polluted air, reeking with foul odors; it listens to the rumbling of carts and wagons, to the oath and

curse, coarse jest and ribald shout; perhaps, instead of flowers, it receives a chance blow from the drunkard, staggering down the dirty alley on his way to the rum-shop at the corner.

But, in the better or the worse condition, think of all that the little blind child does *not* have. Think of the blue of sky and water, the glint of sunshine, the cool green of leaf and grass, the vivid beauty of flower and fruit. Think of the smile on familiar faces, the look of love in kindly eyes; and then think what it must be to see none of these — *never* to see them! to sit in darkness, absolute and unchanging.

The blind baby in the modest country home is happy, knowing nothing of what it misses; but how will it be when the little mind begins to awake, when the child begins to think, to wonder, to question? The mother has no time to teach, to tell, to explain; the father is wearied out when he comes home at night, the other children thoughtless and impatient, as children will be. How is this blind baby to learn? How is the bud of its intelligence to expand, to unfold, into the blossom of an active, discerning intellect? This is the question that Mr. Anagnos asked himself. He found the answer in the kindergarten for the blind. Visiting the kindergarten for seeing children, he saw how the little fingers were taught to work, the little minds were taught to think. If this sort of training was beneficial to children having the use of their eyes, of what incalculable benefit would it be to the little sightless ones over whom his fatherly heart yearned? Like his great predecessor in work for the blind, Dr. Samuel G. Howe, to think is, with Mr. Anagnos, to act. Like Dr. Howe, he began at once, — began with a very little; like him, he sees his work growing to noble proportions; and still, as the substantial fabric grows, his thoughts and wishes outstrip it,

building ever fairer castles, laying out sweeter gardens, wherein these wounded blossoms may be brought to perfection.

> "Ah! but a man's reach should exceed his grasp,
> Or what's a heaven for?"

Michael Anagnos would fain see every blind baby in the land safe within the walls of a great, children's palace, filled with every pleasant thing; where play should be work, and work be play; where the days should pass so happily that the little ones should forget their blindness.

Meanwhile, he has done what he could in the present; and the kindergarten for the blind in Roxbury stands as the fruit of his labors hitherto.

Work was begun on May 2, 1887, with ten children. There are now twenty-seven in the school, and five more are shortly to be admitted, making thirty-two in all. This is the full number which the present building can hold, even by utilizing every nook and corner. To quote from Mr. Anagnos's last report:—

Thus the sapling, which was planted in hope and faith only a few years ago, stands before us now, a thriving and vigorous young tree, spreading its branches in every direction, and affording a refreshing shelter, under which a group of little sightless boys and girls are enjoying the benefits of a home circle and the inestimable advantages of early education. Many of these children have been exposed from their early infancy to the most undesirable influence. They have seldom drunk the milk of human kindness or tasted the fruit of affection. They have scarcely ever known the blessings of wise guidance or of comfortable domestic life, and their entrance upon the new experiences of parental care, rational training and pleasant associations, is marked by a corresponding improvement in their manners and morals, and even by radical changes as to form and features.

So far, so good; but still the "cry of the children" goes up. Mr. Anagnos is constantly receiving applications for admission, which he is unable to grant, both for want of room and for want of money. The men and women of Boston have responded nobly to his appeals for aid; but, large as have been the sums contributed, still more is needed. And why, we may ask, should this good task of giving be confined to Boston, to Massachusetts? There are children from Maine in this kindergarten. Will not the sons and daughters of Maine give what they can to help this noble institution? A ladies' auxiliary to the kindergarten for the blind has lately been formed, of which, it is hoped, branches will spring up in all the New England States at least, if they go no farther. The writer of this article has undertaken to form such a branch association in Maine, and she earnestly calls upon all women who may chance to read these words, to give her such aid as may come within their means. The annual subscription is one dollar, and may be sent to Mrs. Henry Richards, Gardiner, Maine, before April 9. On receipt of the subscription, with name and address, a copy of the rules of the association will be sent to each subscriber.

Summary.

The year which has just ended has been a satisfactory one, and the new year opens full of promise. The school is filled to its utmost capacity with little children to whom the kindergarten training is a present delight, and a groundwork for a more thorough education in the future. The officers are working heartily in a cause in which they manifest an interest amounting to enthusiasm. The endowment fund

is completed. These blessings are surely abundant cause for gratitude. But the pressure of numbers warns us that we cannot yet rest upon our oars. The demand now is for more room.

Respectfully submitted,

JOHN A. BENNETT,
Acting Director.

REPORT OF THE MATRON.

I have the pleasure to submit the following brief report of the kindergarten for the blind, for the year ending Sept. 30, 1889.

The year has brought us its legacy of love and labor, and with it there are substantial evidences of prosperity and progress. Through the generosity of benevolent friends we are enabled to give to a limited number of children opportunities for instruction equal to those afforded more fortunate children. The work has proceeded systematically, the results are definite and tangible, the outlook is full of promise.

With the present arrangements for teaching our number of children, necessarily requiring so many classes, the daily demand upon the teachers is too exacting and severe; but of their work one can only speak in terms of unqualified praise. It is characterized by rare fidelity and enthusiasm; it is felt and valued beyond the limit of the school-room.

The children are themselves the best testimony to the success of this system of instruction. The morning song, the daily occupation, the games, the music class, the reading hour, — these all serve to keep active both hand and brain. Body and mind work harmoniously together, and the result is seen in firmer muscles, stronger arms and freer motions, with

a growing mental capacity which soon overcomes that restlessness and indolence so habitual to children of this class. As one boy expressed it, "I *feel* the good sprouting inside of me."

Careful attention is given to the study of music. It is the children's natural language, and they love it. Ten pupils began piano practice this year, and daily lessons in singing are given to all the pupils.

In response to the wish of the director, the children prepared an exhibition of their work for the Paris Exposition, which was arranged and mounted by the teachers, and the exhibit has received favorable mention from the educational jurors of the Exposition.

The instruction of Edith Thomas has continued with gratifying success. She has added largely to her vocabulary of words. She writes the square hand intelligibly and correctly, and has begun the study of elementary arithmetic. Her teacher, Miss L. M. Fletcher, resigned at the close of the school year, and Miss H. M. Markham has been engaged in her place, and has already entered upon her duties.

The health of the school has been exceptionally good, there having been no cases of serious illness during the year.

The annual reception of the ladies' visiting committee was held here on Tuesday, April 9, the guests completely filling the house. The exercises in the hall were of a very interesting character. The members of the committee have been actively engaged in behalf of the kindergarten, and have rendered it material aid and service; while their frequent

visits and their personal interest and sympathy have given help and encouragement to all the household.

The whole number of pupils for the year was 41, — 20 girls and 21 boys. Of these, 1 was dismissed as ineligible for instruction, and 8 have been promoted to the school at South Boston, leaving the present number 32.

The number of applicants for admission exceeds the limit of accommodation, and our chief regret, as we begin another year, is our inability to receive all who are waiting admittance.

Respectfully submitted,

ISABEL GREELEY,

Matron.

Oct. 15, 1889.

RECEPTION

GIVEN BY THE LADIES' VISITING COMMITTEE AT THE KINDERGARTEN FOR THE BLIND,

TUESDAY, APRIL 9, 1889.

A second reception was given by the ladies' visiting committee, with arrangements for the entertainment of guests similar to those made for the first reception, which was held in May, 1888. Cards of invitation were issued for Tuesday, April 9, at 3 P.M., and the building was thronged with ladies and gentlemen interested in the instruction of little blind children by kindergarten methods.

In the school-rooms the pupils were disposed in groups which were variously employed, — some in examining and describing geometrical forms; some in paper or splint weaving; others were executing designs with tablets or wires pinned on cushions; and a few were reading from embossed books. All this work was eagerly watched by the visitors who crowded these rooms; but a still more eager crowd were massed in the small room in which Edith Thomas sat beside her teacher, engaged in similar work, and, notwithstanding her greater hindrances, accomplishing it with equal skill and with greater

speed than her school-mates. Her reading was even more interesting than her work. The quickness with which the tiny fingers of her left hand caught the words from the embossed page, while the fingers of her right hand were transmitting them to her teacher, was a marvel to all around her.

At the expiration of nearly an hour spent in this way, the children were allowed a recess. Meanwhile, the guests were invited to the hall, and after they were seated the children entered, and, having been placed near the platform, the formal exercises proceeded in the order indicated by the following programme: —

RECEPTION

AT THE

KINDERGARTEN FOR THE BLIND,

TUESDAY, APRIL 9, 1889.

PROGRAMME.

1. PIANO SOLO — Waltz, ... *Raff.*
   Miss ROESKE.
2. RECITATION,
   LILY HOWARD.
3. BIRD SONG,
   THE KINDERGARTEN CHILDREN.
4. ADDRESS,
   Rev. PHILLIPS BROOKS.
5. SOLO FOR CLARINET — Andante and Waltz, . *Venzano.*
   JOHN F. MORRISON.
6. (*a*) SONG — "Little Birds."
   (*b*) MUSICAL EXERCISE.
   (*c*) SONG — "The Pansies."
   THE KINDERGARTEN CHILDREN.

7. ADDRESS,
Rev. G. A. GORDON.

8. SONG — "Marguerite," . . . . . *Bischoff.*
Mr. L. W. TITUS.

9. REMARKS,
Dr. SAMUEL ELIOT.

10. CHORUS FOR FEMALE VOICES —
"The Mountain Brook," . . . . . *Rheinberger.*

President Eliot, after briefly welcoming the guests, announced the first piece on the programme, — a piano solo, played by Miss Roeske. Then followed a recitation about Daffy-down-dilly, given by Lily Howard, who, holding one of the flowers in her hand, repeated the little poem "with perfect inflection and very sweet modulation." In the "Bird Song" the responses to the chorus, "Sing, little bird, and tell us your name!" were given in solos by the children, each of whom held in her hand a stuffed bird of the class which she represented.

Dr. Eliot then introduced Rev. Dr. Brooks, who spoke as follows: —

ADDRESS OF REV. PHILLIPS BROOKS, D. D.

It is a very great pleasure to me to take part in a service like this. Some years ago some of us met together in a similar manner when this work was inaugurated; and now that we have an opportunity to meet together again, and look into the future, and anticipate what is going to be done, it is certainly very pleasant.

One always wishes in such a meeting as this that he could keep closely connected with such a work. We come here and get one look at it and then go away, and come back after a year and find how much larger the work has

grown than when we viewed it before. One of the advantages of our modern civilization is the way in which every work is encouraged by the consciousness of other works; and so we come here, those of us who are at work anywhere, and get inspiration, while we try also to give some inspiration to the work that is being done here.

What is the thought we get upon such an anniversary day as this? We get an insight into the privilege of ministering to imprisoned lives, the coming to those who are shut in in any way behind the prison bars of obstructed senses, and seeing what can be done to give them liberty within the prisons in which they are living. Sometimes it seems as though the senses within which we live were also the imprisonments of our life. It seems as though the senses which are the quickest were aware of a barrier behind which their action is restrained. There is a power of seeing for which the eye is too dull; there is a power of hearing for which the ear is too slow; there is a power of touch for which the fingers are too clumsy. And so there is a power that lies behind all the powers and is imprisoned by them. And we look forward and think of what is to come when the finer body shall be given us, which shall be a more satisfactory and complete expression of the soul within; when with a finer sight the eye shall see, when with a more acute hearing the ear shall hear, and there shall be a refinement of body as well as an escape from the body; when the soul shall enter upon the perfect life, and attain its full and complete education. While we wait for that, there come the opportunities of this work, the education within the prison, by which the soul of every one of us is always being made a finer and more perfect thing.

There are illustrations of this, again and again, in the history of prisons. There are prisons which, if we could look into them, would be the most sacred places, because in them the soul, which seems to be shut away from the

larger life without, is thrown back upon itself, causing its own native powers to expand and to attain to higher experiences otherwise unknown. We might see the deep cavern where the old prophet sat through the dark night, and his spirit laid hold upon his God. We might see the prison in which the Apostles sang their songs, and turned it into a temple of enlightenment, and brought the freedom of the Gospel to an enslaved soul. We might open the prison where the wonderful Italian sat who told the story to which the world has listened, as within his dungeon the finer parts of his nature became conscious of themselves. We might open the chamber within which John Bunyan sat and wrote his glorious book. We should know that even the prison has proved capable of furnishing means and conditions for the education and enlightenment of life; that the stone walls do not make a prison, — that there is within the stone walls the largest liberty the soul has had in the history of men.

Is not this what the work of these teachers is doing for these children? Are you not working with that God of whom the psalmist said, "the Lord looseth men out of prison; the Lord giveth sight to the blind?" — bringing men out of prison while they sit in prison, bringing light to those in darkness, and enlargement to the constraint to which these precious little lives are subjected.

There is always something exceedingly touching when we hear the language of the blind, and hear them talk of seeing sights as if somehow the sense were in them and were bringing forth its fruit, even when to us it seems to be entirely wanting. It shows there is a faculty behind the sense, and to that the kindergarten appeals and brings instruction to the children which may become a living influence in their lives. Childhood comes to us with its peculiar appeal, for there is in its enjoyments and in its pains something that touches us very deeply through its perfect simplicity; and so the exhortation of inspiration bids

men to turn themselves into children, to become like children, and see how a child's life has all the sweetness of a full-grown life. I think it is a great privilege to minister to the sick and suffering on the part of those who are well, and to the ignorant on the part of those who are learned, and to the blind on the part of those who are seeing; and they must have very peculiar and precious experiences who come in connection with the blind child's life. You cannot look into the faces of the little children who sit before you and not bless that goodness which has known how to manifest itself under circumstances which would seem to us impossible, and to recognize with heartfelt gratitude that mercy which has sent its love where it would seem to us that there could be nothing but a sense of loneliness and pain.

Let us rejoice in the prospect which such an institution as this opens to the children. I congratulate you who have worked here and built this institution, and whose hearts are here, who have furnished it, and whose steps are always turning here from the happy homes in which you live, bringing your happiness here and making it bright and brighter with your presence. I do not simply thank you for it, but I congratulate you upon the privilege you enjoy, which is more and more to you upon every recurring anniversary. We want to lift up our hearts in thankfulness for what God has enabled us to do for these children here, and feel that he will enable us to see in the future a brighter and richer progress and fulfilment of this delightful charity. [Applause.]

A solo for the clarinet was very acceptably rendered by John F. Morrison, after which the children sang a song about the "Little Birds," which they illustrated by gestures of the hands. This was followed by a musical exercise, in which they sang the

scale by numbers, and named correctly different notes struck upon the piano. The teacher then played an exercise to which they kept time by clapping their hands in double, quadruple or octuple time, as the music demanded.

The president then introduced Rev. Mr. Gordon as the next speaker.

ADDRESS OF REV. GEORGE A. GORDON.

I am sure that this musical exercise has given most of us a feeling of inferiority to the children. I think that most of us must feel not only that our sense of hearing is lacking in acuteness, but that we are actually hard of hearing. I think that if those who complain in our churches of not being able to hear were present this afternoon, they might attribute the difficulty largely to their own lack of education. There is another thing that I have been thinking of; we are so familiar with it that we have ceased to wonder at it, — the communication of thoughts through the fingers in instrumental music. These children are taught here actually to feel the great thoughts of the world, and to take these great thoughts, the thought of God's love and human sympathy and all the rich treasures of ideas and sentiments in the world, — to take these in with their fingers. These thoughts are felt and taken from the outward world into the brain through the sense of touch. I think it is wonderful. We who are accustomed to study the New Testament are always wondering with what eyes the Master of Christendom would look upon any work in which we are interested, and with which it is our privilege to sympathize and co-operate. We know what his feeling was in the presence of the blind. He gave them sight. They appealed to his heart with the most pathetic and moving power. We are called upon here to give sight to the blind, in our way, not his; not by restoration of the lost sense, but by the substitution of a new one,

so that instead of thought being taken in through the symbols that are addressed to the sight, the same thoughts that work powerfully in our minds and in our hearts, and that enrich our lives, may enter into these lives through the sense of touch; that the symbol of touch may convey the identical thoughts that we receive through the symbols of sight.

It must be a beautiful work thus to prevent, to go before, to outwit some of the calamities that befall some of our kind. There is inventiveness and enterprise and invincibility in the very nature of love; and surely this work is one in which intelligence, as the servant of charity, is seen to be inventive and invincible. Our Saviour says, "The poor"—that is, the helpless—"ye have with you always." I do not think we are in the habit of dwelling enough upon the thought how hard-hearted, how absolutely self-indulgent and cruel we should become, if it were not for these incessant appeals from the helpless, keeping our love and our sympathy and our unselfish instincts alive. I think that we should rejoice in the privilege of being helpers of those who need our help. Just as it is said of the Supreme Being, that he needs us for the fulfilment of his life of infinite charity, so we, in so far as we rise into his image and approach his life, need for the fulfilment of our highest life those who are needy, and have literally, as these dear children have, "no language but a cry."

I am sure that we all ask the blessing of God upon this beautiful work, and pray that many hearts may be brought within the range of its beautiful appeal, and many souls made to see the opportunities for spiritual advance, for the enrichment and enlightenment and refinement of their own lives through the generous support of it.

I rejoice to have been present here this afternoon, and consider it a privilege to help in any degree this work of humanity and mercy. [Applause.]

Bischoff's song, "Marguerite," sung by Mr. Titus, was well received. Dr. Eliot then made the closing address.

ADDRESS OF DR. SAMUEL ELIOT.

The Ladies' Visiting Committee, who have prepared and carried out this reception, desire me to express their regret that Mr. Saltonstall, whose name was announced as one of the speakers, cannot be present, on account of illness. We all share in that regret, for we remember how earnest has been the sympathy of Mr. Saltonstall in previous years.

Before bringing the exercises of the afternoon to a close, I have to say only a word or two with regard to what may be called the material aspect of this work. We have heard a great deal about the spiritual benefits of this work, but it still remains a necessity on the part of the officers and members of the corporation, and the board of trustees, to insist whenever they have an opportunity that the work still needs money. It needs the completion of the endowment, in the first place; and to that end something like twenty-five thousand dollars are still required. It needs also contributions towards its annual expenses, which have hitherto been almost unprovided for; and with reference to that object a movement has recently been organized by the ladies of this very visiting committee, constituting a Ladies' Auxiliary Aid Association to the kindergarten, for the purpose of raising in small as well as in large subscriptions the money that is needed to carry it on from day to day and from month to month through the year. The treasurer and the secretary of this auxiliary association are present this afternoon. They will be found seated at the end of the hall near the head of the stairs, and will be glad to receive any contributions or subscriptions. We need twenty-five thousand dollars to complete the endowment of this kindergarten, and from five to eight thousand dollars a year to carry it on. These children plead for themselves, and they need no

voice of mine, no voice of any man or woman to plead for them. God has denied them great blessings, but he has given them great blessings; and one of the greatest blessings that he has given them is a blessing which is denied to many of us who have our eyes untouched, — and that is the power of creating sympathy, and awaking in the coldest heart some sort of warm throb of pathetic and overflowing response to their demands. They make no demands, — that is a wrongly chosen word; but here are their wants, which the mere sight of them tells, without any words to fill out the description.

You have seen something of the training which this kindergarten gives. Of that nothing has been said this afternoon, and it is too late for me to dwell upon it in any detail; but the training given here, as it is observed by those of us who come here from time to time and see it as it goes on, is of the most appropriate character. It is a training thoroughly adapted to the most infinite wants of every one of these children; and as they grow under it, as they grow not only in intellectual and in spiritual power but in the power of enjoying life, and of seeing, yes, of seeing the brightness that there is in life, there rests upon the training given, evidently an unspeakable blessing, a blessing which comes from out the open skies. What this training may be to children bereft of more senses than the one that is denied to the children of the kindergarten, I ask you to let me show to you in a short letter from Helen Keller. Helen Keller, as most of you know, is not only blind, but deaf and dumb; a child of most tender and near interest to every one of us concerned in the kindergarten, because she has been here and belongs to us; she belongs to the Perkins Institution and Massachusetts School for the Blind, because her teacher was trained in that institution. The letter shows how much the education of a child whose mind it must have been difficult to approach, is due to the teacher trained at our school at South Boston. It is therefore as an integral part of the work that is going on among us, as an illustration

of the work more especially done here within these walls, that I read this short letter written to a little child in Boston.

. . . . . .

Here is a child whose sight is apparently, but only apparently, denied, and what has been done for that child is done for these children with greater advantages in many respects than that child possesses, and will continue, we may trust, to be done here to all generations. Do not forget, — do not forget the material appeal, the appeal for material help and aid which I have tried in a few words to make. [Applause.]

And now these exercises will come to a conclusion, with a chorus for female voices, "The Mountain Brook."

After the exercises were ended, the visitors still lingered, and some of them placed in the hands of the Ladies' Auxiliary Aid Association substantial proof of their interest in the work, before they finally took leave.

ACKNOWLEDGMENTS.

We have been greatly indebted during the past year to the kind thoughtfulness of the following persons, for various entertainments and publications: —

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager, of the Boston Theatre, for a pass admitting parties of fifty in number to thirty-five operas.

To Mr. Henry Lee Higginson, proprietor, and Mr. Charles T. Ellis, manager, of the Boston Symphony Concerts, for seventy-two tickets to the first, and sixty tickets to the second, Young People's Orchestral concerts.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts. To Mrs. Thomas O. Richardson and an anonymous friend, each, for four tickets to the same.

To the Boylston Club, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. Edward Pelham Dodd, for an average of eighteen tickets to each of four concerts. To an anonymous friend, for four tickets to the same.

To Mr. Ernst Perabo, for twelve tickets to each of three pianoforte recitals.

To Mr. Arthur Foote, for five tickets to each of two pianoforte recitals.

To Frau Anna Steiniger Clark, for twelve tickets to one pianoforte recital.

To Mr. E. W. Tyler, for twelve tickets to each of two pianoforte recitals.

To Mr. Richard Burmeister, for ten tickets to each of two pianoforte recitals.

To Mr. Clayton Johns and Mr. Eliot Hubbard, for thirty-six tickets to one piano and song recital.

To Mrs. Mary F. Brooks, for ten tickets to one concert.

To Mrs. H. A. Beach, for eight tickets to one pianoforte recital.

To Mr. Thomas P. Currier, for six tickets to one concert.

To Miss Anna Muriel Dunlap, for ten tickets to one concert.

To Rev. J. J. Lewis, pastor of the Broadway Universalist Church, for a general invitation to all concerts and other entertainments given before that society.

To the St. John's M. E. Church, through its treasurer, Mr. P. H. Elton, for fourteen tickets to a course of lectures and concerts..

To the Y. W. C. T. U., for thirty tickets to one concert.

To Miss E. F. Pierce, for eight tickets to one concert.

To the Grand Lodge, Knights of Honor, for seventy-four tickets to one entertainment.

To Mr. John E. Pinkham, for sixty-eight tickets to one Rosenthal concert.

To Signor Campanini, for fifty-seven tickets to one concert.

To Mr. Charles T. Ellis, for forty tickets to Mrs. Flora E. Barry's testimonial concert.

II. — Acknowledgments for Concerts, Lectures, and Readings given in our Hall.

For a series of recitals, concerts and readings given from time to time in the music hall of the institution, we are greatly indebted to the following artists: —

To Mrs. Sherwood, assisted by her daughter Elsa, for one concert.

To Mr. John Orth, assisted by his pupil, Mr. Dadmun, for

one concert. To the same, assisted by his pupil, Miss Mabel George, for one concert.

To Mr. George J. Parker, assisted by Mrs. E. Humphrey Allen, Miss Gertrude Edmands, Mr. William L. Whitney, vocalists, Mr. C. N. Allen, violinist, Miss Helen Plummer and Mr. Arther Whiting, pianists, for one concert.

To the same, assisted by Mrs. Ella Cleveland Fenderson, vocalist, and Mr. Arthur Foote, pianist, for one concert.

III. — Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends: —

To Miss Margaret Beaton, the late Mrs. Ellen M. Gifford of Connecticut, and the Society for Providing Evangelical Religious Literature for the Blind.

IV. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest: —

The N. E. Journal of Education,	*Boston*,	*Mass.*
The Atlantic,	"	"
Boston Home Journal,	"	"
Youth's Companion,	"	"
Our Dumb Animals, 2 copies,	"	"
The Christian,	"	"
The Christian Register,	"	"
The Musical Record,	"	"
The Musical Herald,	"	"
The Folio,	"	"
Littell's Living Age,	"	"

Unitarian Review,	*Boston, Mass.*
The Watchman,	" "
Zion's Herald,	" "
The Missionary Herald,	" "
The Well-Spring,	" "
The Salem Register,	*Salem, Mass.*
The Century,	*New York, N. Y.*
St. Nicholas,	" "
The Journal of Speculative Philosophy,	" "
Church's Musical Journal,	*Cincinnati, O.*
Goodson Gazette,	*Va. Inst. for Deaf Mutes and Blind.*
Tablet,	*West Va. Inst. for Deaf Mutes and Blind.*
Good Health,	*Battle Creek, Mich.*
L'Amico dei Ciechi,	*Florence, Italy.*
Valentin Haüy, a French monthly,	*Paris, France.*

I desire to express our warmest thanks to all who have so kindly remembered us, and to assure them that their kindnesses have been fully and heartily appreciated by all our number, and with very great pleasure and profit to the recipients.

JOHN A. BENNETT,
Acting Director.

FINANCIAL STATEMENTS.

CATALOGUE OF BOOKS, APPLIANCES, AND TANGIBLE APPARATUS.

EDWARD JACKSON, TREASURER, *in account with the* PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, *for the Year ending Sept. 30, 1889.*

RECEIPTS.			EXPENDITURES.		
Balance on hand Oct. 1, 1888,		$37,306 52	General fund, drafts to M. Anagnos and J. A. Bennett,		$64,117 28
Income from invested funds,		27,422 09	Printing fund, " " " " " "		3,853 75
State of Massachusetts,		30,000 00	Kindergarten fund, " " " " "		9,519 81
" of Rhode Island,		5,550 00	Legal services, Balch & Rackemann,		262 80
" of Connecticut,		5,400 00	Insurance,		173 97
" of Vermont,		2,825 00	Expense of registering bonds,		5 50
" of New Hampshire,		2,175 00	Clerk hire,		250 00
General fund, received from M. Anagnos and J. A. Bennett,	$5,139 29		Bought estate No. 250 and 252 Purchase St.,		60,000 00
General fund donations,	150 00		" " " 99 and 101 H St., So. Boston,		3,650 00
" " J. A. Bennett, unexpended balance,	1,804 87		" " " 541 and 543 Fourth St., So. Boston,		11,000 00
		7,094 16	" " " 205 and 207 Congress St.,	$75,000 00	
Printing fund legacy, Moses Hunt,	$5,000 00		Less mortgage due Nov. 19, 1889,	50,000 00	
Printing fund donation, Miss E. S. Howes, to print the "Story of Patsy,"	61 00				25,000 00
Printing fund, books sold,	526 38		Balance, cash on hand in the N. E. Trust Co., amount laid aside to pay above mortgage,	$50,000 00	
" " J. A. Bennett, unexpended balance,	167 13		Amount available for expenses,	12,246 79	
		5,754 51			62,246 79
Kindergarten fund —					
State of New Hampshire,	$1,200 00				
" of Rhode Island,	525 00				
" of Connecticut,	600 00				
" of Massachusetts, for Edith Thomas,	300 00				
Towns and individuals,	160 00				
Legacy, Geo. E. Downs, principal to be kept intact,	3,000 00				

Legacy, Miss Mary Williams,		5,000 00		
" Sidney Bartlett,		10,000 00		
Donations,		57,534 44		
Rents, Jamaica Plain,		1,010 50		
J. A. Bennett, unexpended balance,		222 68		
			79,552 62	
Invested Funds.				
Collected, Gray mortgage,		$5,000 00		
" Butler mortgage,		2,000 00		
" Rand mortgage,		28,000 00		
" Mass. Hospital Life Ins. Co., the Laura Bridgman fund, which came to the institution after her death,		2,000 00		
			37,000 00	
			$240,079 90	$240,079 90

EDWARD JACKSON, *Treasurer.*

Examined Oct. 9, 1889, and found correct.

A. T. FROTHINGHAM,
GEO. L. LOVETT, } *Auditors.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, *for the Year ending Sept. 30, 1889.*

I. INCOME.			EXPENSES.		
State of Massachusetts, annual appropriation,		$30,000 00	Paid by the treasurer:		
Board and tuition:			Balch & Rackemann, legal services,	$262 80	
State of New Hampshire,	$2,175		Insurance,	173 97	
" " Kindergarten,	1,200		Registering bonds,	5 50	
	3,375 00		Clerk hire,	250 00	
" of Vermont,	2,825 00				$692 27
" of Rhode Island,	$5,550				
" " Kindergarten,	525				
	6,075 00		*General Account.*		
" of Connecticut,	$5,400				
" " Kindergarten,	600		Paid by the director:		
	6,000 00		Maintenance,	$52,650 60	
Towns and individuals,	467 21		Extraordinary repairs,	1,993 63	
State of Massachusetts, for Edith Thomas,	300 00		Taxes, insurance and repairs on buildings let,	3,075 35	
Towns and individuals, Kindergarten,	160 00		Harris beneficiaries,	970 00	
		$49,202 21	Expenses of tuning department,	895 31	
From tuning,		2,046 00	Expenses of work department,	1,590 80	
" boys' shop,		359 46	Interest on mortgage,	337 50	
" admission to exhibitions,		66 35	Rent of office,	250 00	
" sundry small items,		300 34	Bills to be refunded,	549 22	
" interest, mortgage notes,		8,487 84	Unexpended balance of draft,	1,804 87	
" " balances in N. E. Trust Co.,		989 10			64,117 28
" " temporary loans, etc.,		1,044 41			
" " Eastern R. R. bonds,	$60 00		*Kindergarten Account.*		
" " Ottawa & Burlington R. R. bonds,	300 00				
" " Boston & Lowell R. R. bonds,	50 00		Maintenance,	$7,656 95	
" " Kansas City, St. Jo. & Council Bluffs R. R. bonds,	350 00		Grading and levelling,	1,500 00	
" " Chicago, Burlington & Quincy R. R. bonds,	1,080 00		Insurance and repairs on houses let,	140 18	
" " Kansas & So. Western R. R. bonds,	500 00		Unexpended balance of draft,	222 68	
" " Kansas City, Clinton & Springfield R. R. bonds,	150 00				9,519 81
" " St. Paul & Manitoba R. R. bonds,	400 00		*Printing Account.*		
" " Chicago, Burlington & Northern "	700 00				
		3,590 00	Expenses of printing office,	$3,686 62	
			Unexpended balance of draft,	167 13	
					3,853 75

" dividends, Boston & Providence R. R.,	$300 00		
" " Eastern R. R.,	186 00		
" " Chicago, Burlington & Quincy R. R.	400 00		
		886 00	
" rents,		12,424 74	
" work department, men's shop,		1,899 93	
" sale of books in embossed print,		526 38	
" rents, Jamaica Plain,		1,010 50	
		$32,833 26	
II. Receipts Exclusive of Income.			
Donations, general account,	$150 00		
Legacy, Moses Hunt, printing account,	5,000 00		
Donation, Miss E. S. Howes, printing account,	61 00		
Legacy, George E. Downs, Kindergarten,	3,000 00		
" Miss Mary Williams, Kindergarten,	5,000 00		
" Sidney Bartlett, Kindergarten,	10,000 00		
Donations, Kindergarten, $57,508 44			
" New Building, 26 00	57,534 44		
		80,745 44	
III. Collections.			
Collected, Gray mortgage,	$5,000 00		
" Butler mortgage,	2,000 00		
" Rand mortgage,	28,000 00		
" Mass. Hospital Life Ins. Co., the Laura Bridgman fund,	2,000 00		
		37,000 00	
Cash balance Oct. 1, 1888,	$37,306 52		
Unexpended balances Oct. 1, 1889,	2,194 68		
		39,501 20	
		$240,079 90	

Investments.			
Estate, 250 and 252 Purchase Street,	$60,000 00		
" 99 and 101 H Street, South Boston,	3,650 00		
" 541 and 543 Fourth St., South Boston,	11,000 00		
" 205 and 207 Congress St., Boston, $75,000 00			
less mortgage, 50,000 00			
	25,000 00		
			99,650 00
Cash, Oct. 1, 1889, to pay mortgage,	$50,000 00		
" balance in treasury for expenses,	12,246 79		
			62,246 79
			$240,079 90

[illegible] ACCOUNT.

[illegible]	$2,535 18
[illegible]	239 57
[illegible]	1,535 10
[illegible]	37 36
[illegible]	1,273 05
[illegible]	763 78
[illegible]	438 35
[illegible]	1,770 60
[illegible]	787 35
[illegible]	217 20
[illegible]	1,148 79
[illegible]	467 10
[illegible]	2,363 77
[illegible]	336 47
[illegible]	4,567 75
[illegible]	15,335 24
[illegible]	222 75
[illegible]	92 76
[illegible]	1,336 29
[illegible]	78 53
[illegible]	174 13
[illegible]	1,175 95
[illegible]	421 35
[illegible]	1,134 25
[illegible]	7,180 94
[illegible]	1,501 64
[illegible]	96 51
[illegible]	86 84
	$52,650 60

Printing Fund Statement, Oct. 1, 1889.

Receipts.			*Expenditures.*		
Income from invested funds,	$5,900 00		Labor,	$1,903 94	
Legacy,	5,000 00		Stock,	350 51	
Donation,	61 00		Electrotyping,	553 40	
Sale of books in embossed print,	526 38		Binding,	666 15	
		$11,487 38	Type,	147 55	
			Machinery, repairs, etc.,	63 92	
			Books,	101 15	
					$3,686 62
			Invested,		5,000 00
			Balance,		2,800 76
		$11,487 38			$11,487 38

Kindergarten Fund Statement, Oct. 1, 1889.

Receipts.			*Expenditures.*		
Board and tuition, State of New Hampshire,	$1,200 00		Maintenance,	$7,656 95	
" " " " Rhode Island,	525 00		Grading and levelling,	1,500 00	
" " " " Connecticut,	600 00		Insurance and repairs on houses let,	140 18	
" " " " Massachusetts,	300 00		Invested,	90,650 00	
" " " towns and individuals,	160 00				$99,947 13
		$2,785 00	Balance Oct. 1, 1889,		16,375 91
Legacies,		18,000 00			
Donations,		57,534 44			
Rents,		1,010 50			
Income from investments,		3,845 00			
		$83,174 94			
Cash on hand Oct. 1, 1888,		33,148 10			
		$116,323 04			$116,323 04

WORK DEPARTMENT, Oct. 1, 1889.

Statement.

Amount due Perkins Institution from the first date,		$45,931 54
Excess of receipts over expenditures,		309 13
		$45,622 41
Cash received during the year,		$15,508 84
Salaries and wages paid blind people,	$3,556 17	
Salaries and wages paid seeing people,	2,717 88	
Amount paid for rent, stock and sundries,	8,925 66	
		15,199 71
		$309 13
Stock on hand Oct. 1, 1889,	$3,725 42	
Receivable bills,	2,608 61	
	$6,334 03	
Stock on hand Oct. 1, 1888,	6,147 18	
		186 85
Gain,		$495 98

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1889:—

Real Estate yielding Income.			
House 11 Oxford Street,		$7,000 00	
Building 10 Hayward Place,		44,000 00	
Building 250 and 252 Purchase Street,		44,000 00	
Building 205 and 207 Congress Street,	$75,000 00		
Less mortgage,	50,000 00		
		25,000 00	
Houses 412, 414, 416 Fifth Street,		9,900 00	
House 537 Fourth Street,		4,800 00	
Houses 541 and 543 Fourth Street,		9,600 00	
Houses 557 and 559 Fourth Street,		15,500 00	
Houses 583 to 589 Fourth Street,	$21,200 00		
Less mortgage,	6,750 00		
		14,450 00	
House 99 and 101 H Street,		3,300 00	
Three houses on Day and Perkins streets,		5,400 00	
			$182,950 00
Real Estate used by the Institution.			
Real estate used for school purposes, South Boston,			246,277 00
Real estate used for school purposes, Jamaica Plain,			69,519 00
Unimproved land, South Boston,			9,975 00
Mortgage Notes,			147,000 00
Railroad Stock.			
Boston & Providence R. R., 30 shares, value,		$5,790 00	
Fitchburg R. R., preferred, 70 shares, value,		6,622 20	
Chicago, Burlington & Quincy R. R., 100 shares, value,		13,708 04	
Chicago, Burlington & Northern R. R., 3 shares, value,		235 50	
Eastern R. R., preferred, 31 shares, value,		3,938 96	
			30,294 70
Railroad Bonds.			
Eastern R. R., 1 6% bond, value,		$1,270 00	
Boston & Lowell R. R., 1 5% bond, value,		1,000 00	
Chicago, Burlington & Quincy R. R., 27 4s, value,		26,190 00	
Chicago, Burlington & Northern R. R., 14 5s, value,		14,416 88	
Amounts carried forward,		$42,876 88	$686,015 70

Amounts brought forward, . .	$42,876 88	$686,015 70
Ottawa & Burlington R. R., 5 6s, value, .	5,500 00	
Kansas City, St. Joseph & Council Bluffs R. R., 5 7s, value, . . .	6,375 00	
St. Paul, Minnesota & Manitoba R. R., 10 4s, value, ...	8,800 00	
Kansas City, Gulf Division, 10 5s, value,	9,987 50	
Kansas City, Clinton & Springfield R. R., 3 5s, value, ...	3,051 25	
		76,590 63
Cash, ...	. . .	62,246 79
Household furniture, South Boston, .	$15,000 00	
Household furniture, Jamaica Plain, .	4,500 00	
		19,500 00
Provisions and supplies, South Boston, .	$575 61	
Provisions and supplies, Jamaica Plain, .	130 00	
		705 61
Coal, South Boston, ...	$2,731 00	
Coal, Jamaica Plain, ...	615 00	
		3,346 00
Work Department.		
Stock and bills collectible, . . .	. . .	6,334 03
Musical Department.		
One large organ, ...	$5,000 00	
Four small organs, ...	200 00	
Forty-nine pianos, ...	11,000 00	
Brass instruments, ...	500 00	
Violins, ...	35 00	
Musical library, ...	600 00	
		17,335 00
Printing Department.		
Stock and machinery, ...	$3,361 90	
Books, ...	12,839 14	
Stereotype plates, ...	9,351 00	
		25,552 04
School furniture and apparatus, . .	. . .	7,000 00
Library of books in common type, . .	$3,000 00	
Library of books in embossed type, .	11,300 00	
		14,300 00
Boys' shop, ...	. . .	184 27
Stable and tools, ...	. . .	770 60
		$919,880 67

The foregoing property represents the following funds and balances, and is answerable for the same: —

Institution Funds.		
General fund of the institution, . .	$109,740 67	
Harris fund, ...	80,000 00	
Richard Perkins fund, . . .	20,000 00	
		$209,740 67
Cash in treasury, ...	. . .	45,870 88
Printing Fund.		
Capital, ...	$107,500 00	
Surplus for building purposes, . .	23,544 66	
		131,044 66
Kindergarten Funds.		
Helen C. Bradlee fund, . . .	$40,000 00	
Sidney Bartlett legacy, . . .	10,000 00	
George Edward Downs legacy, .	3,000 00	
Mary Williams legacy, . . .	5,000 00	
Funds from other donations, . . .	32,650 00	
		90,650 00
Cash in treasury, ...	. . .	16,375 91
Buildings, unimproved real estate and personal property in use for the institution at South Boston, ...	. . .	346,034 55
Land, buildings and personal property in use for the kindergarten at Jamaica Plain, ...	. . .	80,164 00
		$919,880 67
Total amount of property belonging to the kindergarten, ...	. . .	$187,189 91
Total amount of property belonging to the institution proper, ...	. . .	732,690 76
		$919,880 67

FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING SEPT. 30, 1889.

RECEIPTS.

Donations,		$16,389 11	
Helen C. Bradlee fund,		38,000 00*	
Legacies —			
George Edward Downs,	$3,000 00		
Mary Williams,	5,000 00		
Sidney Bartlett,	10,000 00		
	18,000 00		
Endowment fund,			$72,389 11
Annual Subscriptions through Ladies' Auxiliary Aid Society,		$1,576 04	
Contributions,		1,543 29	
For current expenses,			3,119 33
Donations for new building,			26 00
Board and tuition,			2,785 00
Rents,			1,010 50
Income from investments,			3,845 00
Cash on hand Oct. 1, 1888,			33,148 10
			$116,323 04

EXPENSES.

Maintenance,	$7,656 95	
Grading and levelling,	1,500 00	
Insurance and repairs on houses let,	140 18	
Invested,	90,650 00	
Total expenses,	$99,947 13	
Due on contract for grading,	2,000 00	
		101,947 13
Balance Oct. 1, 1889,		$14,375 91

* This amount was received during the year just ended; in the preceding year the sum of $2,000 was received, making the amount of the HELEN C. BRADLEE FUND $40,000.

KINDERGARTEN ENDOWMENT FUND.

List of Contributors.

From Sept. 30, 1888, to Oct. 1, 1889.

Balance on hand after deducting amount for current expenses,	$29,648 10
A. B., second contribution,	50 00
A. B., third contribution,	500 00
A., E.,	25 00
Adams, Miss Lucy Ann,	20 00
A friend,	5 00
A friend,	50 00
A friend,	1 00
A friend,	500 00
A friend,	500 00
A friend,	50 00
A friend,	25 00
A friend,	20 00
A friend, South Framingham,	5 00
A friend, through Mrs. J. L. Gardner,	200 00
A friend of the little blind children, additional,	300 00
A friend of the little blind children, additional,	50 00
A little girl from Northborough,	60
A little girl's Lenten earnings,	2 75
Appleton, Mrs. William, seventh contribution,	1,000 00
B.,	5 00
Baker, Mrs. Walter, second contribution,	100 00
Amount carried forward,	$33,057 45

Amount brought forward,	$33,057 45
Bowditch, Dr. Henry I.,	5 00
Bradlee, Miss Helen C., fourth contribution,	*38,000 00
Brown, Miss H. Louisa, second contribution,	5 00
Bumstead, Mrs. Freeman J., Cambridge, second contribution,	50 00
Cabot, Miss Margaret C.,	20 00
Cary, Miss G. S.,	5 00
Cary, Mrs. Richard,	10 00
Cash,	2 00
Cash,	10 00
Cash,	50
Cash,	500 00
Cash,	8 25
Cash from L. M. H.,	50
Center, Joseph H., fifth contribution,	25 00
Chapin, A. M., Milford,	5 00
Charles, Mrs. Mary C., fourth contribution,	25 00
Charles, Mrs. Mary C., fifth contribution,	25 00
Cheever, Miss A. M., third contribution,	50 00
Cheever, Miss M. E., second contribution,	50 00
Children's fair, Scotch Plains, New Jersey,	4 12
Children of Miss Isabel Merry's Kindergarten, Newark, N. J.,	7 04
Children of the Moore Street Kindergarten, Cambridgeport,	2 50
Children of Mrs. Voorhees' Kindergarten, Cambridgeport, third contribution,	10 00
Children of Miss Wiltze's Kindergarten, third contribution,	1 12
Children of Miss Wood's Kindergarten, Malden,	2 00
Amount carried forward,	$71,880 48

* This sum, with $2,000 received in the preceding year, makes the HELEN C. BRADLEE fund $40,000.

Amount brought forward, ...	$71,880 48
Children's sale by Marion Call and Gertrude Velasco, additional, ...	1 20
Children's sale by Alice Meehan and Hattie Seming, Jamaica Plain, ...	2 50
"Christmas Leaflet" from Miss Sampson's little folks, sixth contribution, ...	5 00
Class in Shepard Memorial Church, Cambridge, Miss A. E. Hilton's, ...	5 10
Comey, Miss M. E., Cambridge, ...	3 00
Coolidge, Mrs. J. Templeman, sixth contribution,	200 00
Cushing, E. J., second contribution, . . .	2 00
D., L. W. and M. M. D., fifth contribution, .	50 00
Devens, Rev. S. A., second contribution, . .	5 00
Dillaway, W. E. L., ...	50 00
Doliber, Thomas, ...	10 00
Durant, William, second contribution, . . .	25 00
Eliot, Dr. Samuel, fourth contribution, . .	100 00
Ellis, George H., ...	25 00
Endicott, William, Jr., third contribution, . .	1,000 00
Entertainment by the boys of Perkins Institution,	15 00
Fair by Miss Marion C. Goodnow, 714 Centre Street, ...	45 00
Fair at 31 Centre Street, Roxbury, by Henrietta Heinzen, Elsie Ruhl, Miriam Tower, Josie Bryant and Cora Forbes, ...	105 00
Fair by Amy and Edna Pickert, Jessie and Ida Patten, and Kittie L. Levick, ...	41 08
Faulkner, Miss Fannie M., ...	25 00
Field, Mrs. E. E. V, Milton, third contribution,	5 00
Field, Mrs. E. E. V., Milton, fourth contribution,	5 00
Fields, Mrs. James T., ...	50 00
Forbes, Robert Bennett, second contribution, .	50 00
Amount carried forward, ...	$73,705 36

Amount brought forward, ...	$73,705 36
Foster, Miss C. P., Cambridge, ...	10 00
Foster, Mr. and Mrs. Francis C., . . .	1,000 00
From a friend, through Mrs. H., . . .	70 00
From Estate of Sidney Bartlett, through Francis Bartlett, ...	10,000 00
Frothingham, Rev. O. B., third contribution, .	50 00
Fry, Mrs. Charles, ...	100 00
Gammell, Mrs. E. A., Providence, . . .	100 00
Girls of Miss Marshall's class in Everett School,	2 60
Goodman, Richard, Lenox, second contribution, .	10 00
Gray, Mrs. Horace, third contribution, . .	25 00
Guild, Mrs. S. E., fourth contribution, . .	25 00
H., C. M., Cambridge, ...	3 00
Hale, Miss Martha, ...	10 00
Hall, Mrs. Josephine S., third contribution, .	25 00
Haskell, Miss Alta, ...	5 00
Higginson, Waldo, second contribution, . .	10 00
Hill, Mrs. S. A., second contribution, . .	2 00
Howard, C. H., Lawrence, ...	15 00
Howe, Mrs. Henry S., ...	10 00
Howland, Mrs. Zenas C., Charlestown, second contribution, ...	20 00
Hunnewell, F. W., fourth contribution, . .	50 00
Hunnewell, Mrs. H. S., ...	25 00
Hutchins, Mrs. Constantine F., third contribution,	20 00
Iasigi, Miss Mary V., second contribution, . .	10 00
Inches, John C., ...	20 00
In memoriam, ...	50 00
Jackson, Mrs. J. A., Manchester, N. H., . .	50 00
Jackson, Mrs. J. B. S., sixth contribution, .	25 00
Jenks, Miss C. E., fifth contribution, . . .	5 00
Joy, Mrs. Charles H., ...	25 00
Amount carried forward, ...	$85,477 96

Amount brought forward,	$85,477 96
K.,	5 00
Kent, Mrs. Helena M.,	50 00
Kidder, Mrs. Henry P.,	100 00
Kimball, Mrs. M. Day, third contribution,	100 00
Kindergarten at West Newton, Miss Sweetser's,	2 00
King's Daughter, Marblehead,	1 00
Lamson, Miss C. W., second contribution,	50 00
Lang, Mrs. Frances M.,	25 00
Little girl and little boy, $1 00 each,	2 00
Little Helpers, Newton Centre, through Mrs. Gammon,	10 00
Lodge, Mrs. J. E., third contribution,	100 00
Lowell, Miss Anna C., fourth contribution,	200 00
Luce, Matthew,	100 00
Mackay, Mrs. W., Cambridge,	1 00
Marshall, J. F. B.,	10 00
Mason, Miss Ida M., fifth contribution,	1,000 00
Meredith, Mrs. J. H.,	5 00
Meyer, Mrs. George von L., second contribution,	50 00
Minot, George R.,	25 00
Minot, J. G., second contribution,	15 00
Minot, The Misses, second contribution,	25 00
Mixter, Miss Madeleine C., second contribution,	100 00
Montgomery, William, seventh contribution,	25 00
Morse, Mrs. S. F.,	10 00
Newell, Mrs. M. Abbie,	25 00
Norcross, Grenville H.,	250 00
Norcross, Miss Laura, fifth contribution,	250 00
Norcross, Mrs. Otis, Jr., fourth contribution,	10 00
Noyes, Mrs. J. R.,	10 00
"Out of town,"	5 00
Partridge, Miss Jennie A., New York,	5 00
Amount carried forward,	$88,043 96

Amount brought forward,	$88,043 96
Peabody, Mrs. W. A., second contribution,	10 00
Peters, Edward D., second contribution,	80 00
Pritchard, Mrs. E. R.,	1 00
Proceeds of fair by Bessie Osborne and companions,	135 00
Proceeds of entertainments February 22 by pupils of Perkins Institution,	167 65
Proceeds of reading at Chestnut Hill, by J. H. Cabot, through John Richardson,	40 00
Proceeds of entertainment at Chauncy Hall School, second contribution,	108 35
Pupils of Miss Anna C. Ward's School,	28 00
R., Mrs. C.,	5 00
Rantoul, Miss Hannah L., Beverly, second contribution,	25 00
Reynolds, W. H., fourth contribution,	25 00
Richardson, Mrs. T. O., third contribution,	25 00
Richardson, Dr. W. L., third contribution,	50 00
Ritchie, Mrs. John,	20 00
Rogers, Mrs. Anne B., Rockport,	5 00
Rogers, Miss Flora E., New York,	100 00
Rogers, Henry M., third contribution,	20 00
Rotch, Mrs. B. S., sixth contribution,	1,000 00
Rotch, Miss Edith, fourth contribution,	500 00
Russell, Miss Marian,	100 00
S., second contribution,	20 00
S. H. S., Cambridge,	50 00
S. S.,	10 00
Sale of Miss S. M. Fay's Poems,	25 25
Saltonstall, Leverett,	100 00
Saltonstall, Mrs. Leverett,	100 00
Sampson, George, second contribution,	20 00
Amount carried forward,	$90,814 21

Amount brought forward, ...	$90,814 21
Sears, Mrs. K. W., third contribution, . . .	25 00
Shaw, Mrs. G. Howland, ...	200 00
Spencer, Henry F., second contribution, . .	5 00
Sunday-school of Unitarian Society, Littleton, third contribution, ...	10 00
Sunday-school of the Unitarian Church, Dedham, third contribution, ...	25 00
Sutton, Mrs. Eliza, Peabody, ...	50 00
Swan, Miss E. B., ...	5 00
Swan, Robert, ...	25 00
Swan, Mrs. Robert, sixth contribution, . . .	25 00
Symonds, Miss Lucy H., second contribution, .	10 00
T., H. L., ...	25 00
Taggard, Mrs. B. W., second contribution, . .	20 00
Tappan, Miss Mary A., third contribution, . .	25 00
Tappan, Miss Mary A., fourth contribution, .	25 00
Thayer, Mrs., second contribution, . . .	1,000 00
Thorndike, Mrs. J. H., seventh contribution, .	100 00
Through Freddie V. Walsh, ...	5 00
Trinity Church, Easter offering, ...	25 00
Two friends, ...	2 00
U., S. R., ...	10 00
W., second contribution, ...	100 00
Ware, Mrs. C. E., fourth contribution, . . .	100 00
W., C. J., Cambridge, fourth contribution, . .	50 00
Warren, Mrs. J. Sullivan, third contribution, .	20 00
White, Mrs. C. T., ...	50 00
Whitney, Miss Sarah W., ...	25 00
Whitwell, S. H., second contribution, . . .	25 00
Whitwell, Miss S. L., second contribution, . .	25 00
Winslow, Miss H. M., second contribution, . .	1 00
Wolcott, Mrs. J. H., eighth contribution, . .	200 00
Amount carried forward, . . .	$93,027 21

Amount brought forward, ...	$93,027 21
Wood, Miss C., 11 Moreland Street, second contribution, ...	5 00
Wood, Mrs. E. S., Concord, ...	5 00
Woods, Henry, second contribution, . . .	1,000 00
	$94,037 21

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Aid Society, Mrs. John L. Gardner, treasurer, .	$1,576 04
Baker, Mrs. Richard, Jr., ...	50 00
B., M. D., ...	5 00
Ferguson, Mrs. Ellen, from sale of "Poem to Laura Bridgman, by M. D. B.," . . .	5 00
Callender, Mrs. Henry, ...	5 00
Children of Mrs. Voorhees' Kindergarten, Cambridgeport, ...	5 00
Coolidge, Mrs. J. T., ...	100 00
Coolidge, Mrs. J. T., Jr., ...	10 00
Cunniff, M. M., ...	50 00
Elder, Miss E. C., ...	3 00
Fair by the Richards children, Gardiner, Maine, second contribution, ...	120 68
Fay, Miss S. M., ...	10 00
Field, Mrs. E. E. V., Milton, ...	5 00
Field, Mrs. N. M., Monson, ...	100 00
Friends in Lynn, through Mrs. Haven, . .	60 00
Glover, Joseph B., ...	100 00
Goodman, Richard, Lenox, ...	10 00
Harrington, M. S., ...	1 00
Hayes's School, Mrs. Mary E. C., . . .	100 00
Amount carried forward, ...	$2,315 72

Amount brought forward, ...	$2,315 72
Kindergarten at East Braintree, ...	12 00
Loring, Mrs. W. C., ...	25 00
Lowe, Miss Alice M., Clinton, ...	5 00
Lowe, Mr. and Mrs. A. W., Clinton, . . .	10 00
Lowell, Mrs. G. G., ...	50 00
Lowell, Miss Lucy, ...	10 00
Marvin, Mrs. E. C., ...	10 00
Minot, Mrs. C. H., ...	10 00
Peters, Edward D., ...	20 00
Richardson, Dr. W. L., ...	50 00
Saltonstall, Henry (annual), ...	25 00
Saltonstall, W. G., ...	25 00
Sunday-school of the First Church, Boston, . .	105 61
Tappan, D. D., Topsfield, ...	1 00
Thorndike, Mrs. J. H., ...	10 00
Through Mrs. J. Malcolm Forbes, . . .	200 00
Wainwright, Miss R. P., ...	5 00
Wales, George W., ...	100 00
Wales, Miss M. A., ...	25 00
Watson, T. A., Weymouth, ...	25 00
Whitehead, Miss Mary, Charlestown (annual), .	10 00
Whitehead, Miss Mary, Charlestown, . . .	70 00
	$3,119 33

FOR THE NEW BUILDING.

A friend, ...	$25 00
Mademoiselle Norton, Paris, ...	1 00
	$26 00

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, *Treasurer, No. 146 Franklin Street, Boston, or to the Director,* M. ANAGNOS, *South Boston, any omissions or inaccuracies which they may find in it.*

EDWARD JACKSON, *Treasurer.*

No. 146 FRANKLIN STREET, BOSTON.

The kindergarten, which was dedicated in April, 1887, is now crowded to its utmost capacity, and the increasing number of applicants makes it necessary that a second building should be erected without delay.

LIST OF EMBOSSED BOOKS,

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Book of Psalms,	1	$3 00
New Testament,	3	7 50
Book of Common Prayer,	1	3 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	3 00
Natural Theology,	1	4 00
* Selections from the Works of Swedenborg,	1	–
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopædia,	8	32 00
Latin Selections,	1	2 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Philosophy of Natural History,	1	3 00
Geometrical Diagrams,	1	1 00
Wentworth's Grammar-school Arithmetic,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
Washington and his Country,	3	9 00
Guyot's Geography,	1	3 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos,	1	50
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
Dickens's David Copperfield,	5	15 00
Dickens's Old Curiosity Shop,	3	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Silas Marner,	1	3 50
Goldsmith's Vicar of Wakefield,	1	3 00
Hawthorne's Scarlet Letter,	2	5 00
Hawthorne's Tanglewood Tales,	2	4 00
Scott's Quentin Durward,	2	6 00

* Printed by the donor for free distribution.

LIST OF EMBOSSED BOOKS — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Scott's Talisman,	2	$6 00
The Deacon's Week,	1	25
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	9 00
Bryant's Poems,	1	3 00
Byron's Hebrew Melodies, and Childe Harold,	1	3 00
Poetry of Byron, selected by Matthew Arnold,	1	3 00
Holmes's Poems,	1	3 00
Longfellow's Evangeline,	1	2 00
Longfellow's Evangeline, and other poems,	1	3 00
Longfellow's Hiawatha,	1	2 50
Lowell's Poems,	1	3 00
Milton's Paradise Lost,	2	5 00
Pope's Essay on Man, and other poems,	1	2 50
Scott's Lay of the Last Minstrel, and 37 other poems,	1	3 00
Shakespeare's Hamlet and Julius Cæsar,	1	4 00
Shakespeare's King Henry Fifth,	1	2 00
Shakespeare's Romeo and Juliet,	1	2 00
Tennyson's In Memoriam, and other poems,	1	3 00
Whittier's Poems,	1	3 00
Longfellow's Birthday, by Julia R. Anagnos,	1	25
Commemoration Ode, by H. W. Stratton,	1	10
JUVENILE BOOKS.		
Script and point alphabet sheets, per hundred,	–	5 00
An Eclectic Primer,	1	40
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Youth's Library, volume 1,	1	1 25
Youth's Library, volume 2,	1	1 25
Youth's Library, volume 3,	1	1 25
Youth's Library, volume 4,	1	1 25
Youth's Library, volume 5,	1	1 25
Youth's Library, volume 6,	1	1 25
Youth's Library, volume 7,	1	1 25
Youth's Library, volume 8,	1	1 25
Andersen's Stories and Tales,	1	3 00
Bible Stories in Bible Language, by Emilie Poulsson,	1	3 00
Children's Fairy Book, by M. Anagnos,	1	2 50
Eliot's Six Arabian Nights,	1	3 00
Heidi: translated from the German by Mrs. Brooks,	2	5 00
Kingsley's Greek Heroes,	1	2 50
Little Lord Fauntleroy,	1	3 00

LIST OF EMBOSSED BOOKS — *Concluded.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Lodge's Twelve Popular Tales,	1	$2 00
Stories for Little Readers, by Emilie Poulsson,	1	40
The Little Ones' Story Book (in press),	–	–
The Queen of the Pirate Isle,	1	40
The Story of a Short Life, by J. H. Ewing,	1	2 00
The Story of Patsy (in press),	–	–
What Katy Did, by Susan Coolidge,	1	2 50
MUSIC.		
A few German Chorals of J. S. Bach,	1	50
Key to Braille's Musical Notation,	1	35
Arban's Method for the Cornet and Sax-Horn,	1	1 00
Forty-five Hymn Tunes,	1	50
Opus 261, by Czerny,	1	1 00
Musical Characters used by the Seeing,	1	35
The Bridal Rose — Overture,	1	50
The Color-Guard March,	1	25
The Little Rose Waltz,	1	25
Twelfth Andante and Waltz, by Charles Bach,	1	10
Urbach's Prize Piano School,	2	4 00

N. B. The prices in the above list are set down per SET, not per volume.

LIST OF APPLIANCES AND TANGIBLE APPARATUS

MADE AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

GEOGRAPHY.

I. — Wall Maps.

1. The Hemispheres, ... size, 42 by 52 inches.
2. United States, Mexico and Canada, " " "
3. North America, ... " " "
4. South America, ... " " "
5. Europe, ... " " "
6. Asia, ... " " "
7. Africa, ... " " "
8. The World on Mercator's Projection, " " "

Each, $35; or the set, $280.

II. — Dissected Maps.

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2. Western Hemisphere, . . . " " "
3. North America, ... " " "
4. United States, ... " " "
5. South America, ... " " "
6. Europe, ... " " "
7. Asia, ... " " "
8. Africa, ... " " "

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These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability and beauty, far superior to all thus far made in Europe or in this country.

"The New England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

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Cushions for pin maps and diagrams, . . .	each,	$0 75

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Ciphering-boards made of brass strips, nickel-plated, ...	each,	$3 00
Ciphering-types, nickel-plated, per hundred, .		1 00

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Grooved writing-cards, ...	each,	$0 05
Braille tablets, with metallic bed, . . .	"	1 50
Braille French tablets, with cloth bed, . . .	"	1 00
Braille new tablets, with cloth bed, . . .	"	1 00

APPENDIX A.

Proceedings of the Commencement Exercises

OF THE

Perkins Institution and Massachusetts School for the Blind.

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

The commencement exercises of the present year were marked by the graduation of a somewhat large class of young men and women, and by the introduction of the little pupils of the kindergarten as an established part of the educational scheme of this institution. It was also the first appearance of Edith M. Thomas, a blind deaf mute, yet a very intelligent little girl, who had been twenty months under instruction, during which time she had made excellent progress.

The familiar face of Laura Bridgman, always so eagerly looked for on these occasions, was sadly missed; but the sadness was softened by the memory of the gentleness with which her spirit had at last been released from the defective body through which it had bravely and cheerfully fought its way to higher light and life.

The daily and weekly journals of the city and suburbs very generally published, in advance, a notice of these commencement exercises, in style similar to the following, which is taken from the "Boston Home Journal" of May 25:—

The Perkins Institution for the Blind will hold its commencement exercises at Tremont Temple, on Tuesday afternoon, June 4, at 3 o'clock. These annual exercises serve

to deepen in the public mind the conviction that blindness is no longer an insuperable obstacle to the acquirement of a liberal education, and the preparation needful for the ordinary duties of life. The present programme embraces recitations from different grades of scholars, from the little pupils of the kindergarten to the members of the graduating class. Both the literary and music departments are represented, and so, too, is the department for physical culture. We note also a reading to be given by the blind deaf mute pupil, Edith M. Thomas, whose education is progressing favorably at the kindergarten in Jamaica Plain. Addresses will be made by Dr. Samuel Eliot and Rev. James De Normandie; valedictory by Miss Eunice French, and presentation of diplomas by Dr. Eliot. The usual arrangements for tickets are maintained, and those wishing to secure tickets for the floor or first balcony should make early application to the director, or at the salesroom of the institution, 37 Avon Street. The second balcony is free to the public.

To the friends and patrons of the school the following circular was sent: —

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

Boston, May 11, 1889.

To the Friends and Patrons of the Institution.

The Commencement Exercises of this school will be held at Tremont Temple, on Tuesday, June 4, at 3 P.M.

Samuel Eliot, LL.D., will preside, and Rev. James De Normandie will speak on the kindergarten for little sightless children.

You are most cordially invited to honor the occasion with your presence.

The seats on the floor and in the first balcony of the Temple will be reserved for the choice of the members of the

corporation, and the friends and patrons of the institution, to whom this invitation is sent, until Saturday, May 25. Tickets are ready for delivery, and those who may be desirous of obtaining them are requested to send me a postal card indicating the number wished for. It will give me very great pleasure to forward them at once.

The seats will be reserved until three o'clock, punctually, when standing persons will be permitted to occupy all vacant places.

M. ANAGNOS.

PROGRAMME.

PART I.

ORGAN — Fugue in G minor, ... *Bach.*
C. A. W. HOWLAND.

1. OPENING REMARKS.
DR. SAMUEL ELIOT.

2. BAND — Overture, "The Bridal Rose," . . *C. Lavallée.*

3. EXERCISE IN PHYSICS.
By a CLASS OF BOYS.

4. MUSICAL EXERCISES.
By the KINDERGARTEN CHILDREN.

5. EXERCISE IN GEOGRAPHY.
C F. FORRESTER, W. A. MESSER, and F. J. L. O'BRIEN.

6. READING BY THE TOUCH.
LOUISA WARRENER and MYRTIE A. ALDRICH Also
EDITH M. THOMAS, of the Kindergarten.

7. DUET FOR CLARINET AND CORNET — "Sing, Smile, Slumber," . . . . . *Gounod.*
JOHN F. MORRISON and JOHN J. CLARE.

PART II.

1. GYMNASTICS and MILITARY DRILL.

2. TRIO — "Rest thee on this mossy pillow," . . *Smart.*
MARY E. MELEADY, FANNY E. JACKSON, and L. W. TITUS.

3. THE KINDERGARTEN — "Butter-making."
a. Fingerplay. *b.* Modeling in clay. *c.* Hay-making game.
By the KINDERGARTEN CHILDREN.
Remarks on the Kindergarten by Rev. JAMES DE NORMANDIE.

4. CHORUS FOR FEMALE VOICES — "Spinners' Chorus," from "Flying Dutchman," . . . . *Wagner.*

5. VALEDICTORY.
MARY EUNICE FRENCH.

6. PRESENTATION OF DIPLOMAS.
By Dr. SAMUEL ELIOT.

7. CHORUS — "Joy! Joy! Freedom to-day!" . . *Benedict.*

NAMES OF GRADUATES.

EDWARD EVERETT BERRY.	ABBY ANN GRIFFIN.
MARY GERMANIA CALLAHAN.	LYDIA YOUNG HAYES.
ELWYN HORACE FOWLER.	ALFRED JAMES HOSKING.
MARY EUNICE FRENCH.	ULYSSES SIMPSON LYONS.
MARY FLEMINGTON GRIEVE.	GEORGE MARSHALL.

MARY GRACE WALKER.

KINDERGARTEN FOR THE BLIND.

The kindergarten has now $79,591.76 towards the endowment fund of $100,000. Will not the public aid us in making up the remaining $20,408.24, thus enabling us to carry on this work with a sense of security that our income will cover expenses? All contributions, large or small, will be gratefully acknowledged by

EDWARD JACKSON, *Treasurer,*
No. 146 Franklin Street, Boston.

LADIES' AUXILIARY AID SOCIETY.

A Ladies' Auxiliary Aid Society has been formed for the purpose of raising funds for current expenses, by annual subscriptions of one dollar and upwards. Branches of this society are being established in various parts of New England, and the friends of little sightless children are earnestly requested to become members. Annual subscriptions for current expenses may be sent to the treasurer of this organization, Mrs. J. L. Gardner, No. 152 Beacon Street, Boston.

MRS. E. C. AGASSIZ,
MISS E. L. ANDREW,
MRS. WM. APPLETON,
MISS C. T. ENDICOTT,
MISS S. B. FAY,
MRS. J. L. GARDNER,
MRS. T. MACK,
MRS. R. T. PAINE,
MISS EDITH ROTCH,
MRS. ROGER WOLCOTT,
MRS. J. M. FORBES,

Ladies' Visiting Committee.

Applications for tickets were incessantly coming in, from the first announcement of these exercises up to the very hour of the performance; and the large hall was, as usual, well filled. On the platform were seated Mrs. Julia Ward Howe, Dr. Eliot and his daughter, Mrs. Morrison, Rev. James De Normandie, and Mr. Samuel T. Cobb; and of the board of trustees there were present Messrs. Dwight, Glover, Wales, Endicott, Temple, Thorndike and Heard.

At the close of Bach's fugue in G minor, played by C. A. W. Howland while the audience were taking

their seats, Dr. Eliot, as president, welcomed the assembly in the following words: —

OPENING REMARKS BY PRESIDENT ELIOT.

In behalf of the officers and pupils of the Perkins Institution and Massachusetts School for the Blind, I bid all these friends a cordial welcome. Those of you who have attended these exercises before need no introduction to them. You are perfectly aware what they are to be, and how far they illustrate the working of this school. To those who have never attended them, I have only to say that they will show what has been done to prepare these young people for places of usefulness and honor in the community. We regard, I need hardly say, the blind as on precisely the same level with the seeing, as far as relates to education. They have no inferior claim, and they have no superior claim, to seeing children. They come to our school to be trained, as children needing training; not as blind, not as suffering, not as doomed to a life of deprivation, but as children of our Almighty Father, whose claim to education is precisely the same as the claim of other children whom he has brought into the world.

When the old prophet calls upon his people, in the name of the Almighty, to bear witness to the omnipotence of God, his first appeal is "to bring forth the blind that have eyes." I don't know that there can be any greater sign of Almighty Power than that the blind shall be brought forth with eyes. And here they come this afternoon; here they come to show you, to show all who are interested in them, how far the difficulties of their lot have been overcome, and how they are prepared to enter into the great heritage of God's children, and to join with all the rest of them in furthering good and noble acts among men.

The first thing on the programme is a performance by the band, — an overture, — "The Bridal Rose."

The exercise in physics, which followed, consisted of an explanation of the parts and action of the steam engine, illustrated by a working model which was successfully operated by C. W. Holmes. In the musical exercises which came next the little kindergarten pupils delighted the audience by the quickness and correctness with which they recognized and named a succession of musical tones and chords struck, at random, on the piano. While the children were thus engaged, three lads were rapidly putting together a dissected map, which proved to be a map of Africa. Their recitation showed a considerable knowledge of the geography, history and government of the countries of central and the colonies of southern Africa, the recent discoveries, and other facts of interest.

The selections read from embossed books, by Myrtie A. Aldrich and Louisa Warrener, were given with fluency and with distinct and pleasing enunciation. The little children of the kindergarten constitute a pleasing feature of the Tremont Temple exercises; and at this first appearance of Edith Thomas she was warmly greeted, and her reading was followed with the liveliest interest. With the tiny fingers of one hand running swiftly along the lines, she caught every word of the story of hay making, while with the other hand she gave it to her teacher by the manual alphabet; the latter repeating it orally to the audience. The reading was accompanied with many pretty gestures, and won hearty and well-deserved applause. Several bouquets were received from friends in the audience, who evidently enjoyed little Edith's pleasure while she examined the flowers with the light and breezy touch of her delicate

fingers. The first part of the programme ended with a duet for clarinet and cornet, — Gounod's, "Sing, Smile, Slumber," — acceptably rendered by John F. Morrison and John J. Clare.

Some idea of the physical training given was apparent in the gymnastics and military drill with which Part II. was opened. A company of little boys, dressed in blue flannel suits and red neckties, performed a dumb-bell exercise. These were followed by a class of girls in white flannel dresses, who handled their silver wands gracefully and with precision; but the military drill executed by a class of sixteen youths elicited the heartiest applause. The trio sung by Misses Meleady and Jackson and Mr. Titus was highly commended; and at its close the youngest children were placed at little tables arranged along the front of the platform, and supplied with clay, which they used in modeling various articles connected with butter-making. While they were thus employed, Dr. Eliot addressed the audience in the following words: —

REMARKS OF DR. ELIOT.

You see before you the children seated at the tables, and those beyond them on the front seats of the platform. There are thirty-one children in the kindergarten to-day, and the kindergarten is full. There is one here this afternoon in addition to the thirty-one. He is included as a sort of supernumerary pupil of the kindergarten, but there is no room for him in the kindergarten at present. All told, there are thirty-two of these children under care. A year ago, at the expiration of the first year of the kindergarten, they were not here. A contagious disease having broken out in the house, it was impossible to bring them to the Temple to take part

in these exercises. But here they are to-day, and here they plead for themselves. It needs no argument from me, or from any one else, to prove to you or to this intelligent community, that little sightless children need special training, or that this special training needs a special endowment. Here are two facts as plain as day, and they need no enforcement from anybody.

You see, on the last page of your programme, the state of the kindergarten, financially speaking. You see that it still needs twenty thousand dollars to complete the endowment of one hundred thousand; and you see also that it needs a very large sum at present in order to provide for its actual expenses, and that to procure this sum the ladies have formed the Auxiliary Aid Society. This society has succeeded in obtaining about one quarter of the amount needed to meet the annual expenses of the kindergarten.

Now, my friends, here are the facts, here are the children, and here on this paper are the wants of the institution to which they belong. Can it ever be true that such an audience as this, filling this Temple this afternoon, will go away without carrying, each man and each woman, in their minds the settled purpose to perfect the endowment of the kindergarten for little sightless children, and to provide for the annual expenses of it until that endowment is completed? I should wrong your intelligence and your sympathy, I should wrong your Christian principle, if I doubted for a moment that every one of you will determine, at the end of these exercises, to do what is in his or in her power to sustain this great charity.

Two years ago we came here into this Temple and on this platform, and announced that the kindergarten building was completed, but that an endowment was still required; and now, at the end of two years, the corporation and trustees, the officers and friends of the kindergarten are still obliged to plead that the work be completed. Oh, my friends, take

it home with you, every one, bear it in your hearts, and make it sure that the enterprise, which has been begun in faith and in love of the children, shall never fail.

We are fortunate in having here this afternoon one who will plead this cause before you, one who will make up whatever is deficient in these brief statements of mine; and I need not ask your respectful and sympathetic attention to the Rev. James De Normandie, who will now speak in behalf of the kindergarten.

ADDRESS OF REV. JAMES DE NORMANDIE.

The part which I have been asked to take is to make an appeal in behalf of this school, this kindergarten for the blind, the work of whose pupils you have to-day witnessed, whose voices you have listened to, and whose progress you have marked with the amazement, the gratitude, the emotion I have seen in your countenances; children brought by the wonderful power of patient, wise, experienced training, out of a world of darkened vacancy to a world of helpfulness and activity, to a world if not of actual outward vision, to one of ever-increasing brightness and happiness.

But could any lips touched by the muse's inspiration or by an angel's grace plead with you as these little ones plead, that there may be every opportunity which advancing knowledge and increasing devotion can give for them to pursue their development, and for all sightless ones, — wherever they may be, born into the world without even one glance upon its beauty which is such a ceaseless joy to you and to me, or, with that one glance, by disease or accident soon turned into a fading memory, — to have the same opportunity.

One day, as I was walking past this school in the Roxbury district, soon after it was opened to its uses, I thought of what I once read in early Christian history; for you

know it is the glory of Christianity that its history has been a record of charity and beneficence toward the sick, the unfortunate, and the poor. Charity in its largest, broadest, deepest sense seems to have been the creation of Christianity, and the precepts and examples of Jesus and his followers aroused a sentiment of philanthropy which the older worships never knew, — a sentiment which has been spreading and growing more beneficent down to our day. Well, it was the aim of the early Christians to carry their gospel into practical life by establishing hospitals for the sick. I am not sure there was anything at all corresponding to them before the religion of Jesus came, with its words of helpfulness and healing. One of these institutions was established by St. Basil, near to the city of Cæsarea. It was for lepers, the victims of that loathsome disease, to alleviate which, only a few weeks since, we heard of a noble Catholic priest laying down his life. A writer of that day, speaking of that benevolent institution and its founder, says: "Take a walk out of the city and see that new city, that sanctuary of charity, that treasury where at his call come the superfluity of the rich, and what was necessary to the poor, to be deposited where thieves and moths and envy come not. Shall I compare with this edifice Thebes with its hundred gates, or Babylon, or the pyramids, or the colosseum, and all those monuments which have secured to their founders only a barren glory?" So, when I walk by this home for sightless little children, humble and unpretentious as it is, and when I think of what is going on within its homelike rooms, it seems to me to be touched by a glory which is wanting in all the grand monuments which have been reared to tell of victories man has gained, or even the temples where he worshipped: for here is the *religion* turned into *life;* here is the story of the good Samaritan re-told every day; here are the beatitudes written upon the lintels of its doors.

Think what a marvellous change has taken place in the care of these little ones. I once went to visit a school for children in Egypt. A great many of them were blind, — for, owing to the filth in which they live, or the burning glare of the sun upon the sand, a very large proportion are born, or they very early become, blind, — and the teacher was an old man, himself nearly blind, standing at one corner of the room with its earth floor, and with a rod long enough to reach to the farthest offenders, and to descend upon them when they did not correctly recite passages of the Koran; and this was all their learning, their geography, their arithmetic, their grammar, — this was all their care. Compare this with what is being done here, — with this sweet singing, with this good reading, with the opening to these minds the sweet hymns and the beautiful biographies and the best literature which other children read; with the healthful physical training, with these skilled fingers; *and when we see what these little ones have done, in spite of their limitations, is it not enough to make the best of us ashamed of the work we do without these barriers?* Do some of us, even with eyes, see as much or make as much of our lives?

And when we think of that name known throughout Christendom, that marvellous triumph of Dr. Howe's patience and genius and love and faith, whose vision has just opened to the eternal things; when we think of Helen Keller and Edith Thomas and the rest, — where can we find such proofs of the power of training of the human faculties? And if by that training fifty per cent., as it has been said, may be restored, and all the rest brought to that border-line where it would take but a little step to have the glory of this world burst upon them, is it too much to hope that even that step may be taken by the skill of science and the patience of hope and the power of faith? May it not be that such a promise lurks beneath the words of him who said, "The works which I do shall ye do also, and even

greater," and that every little blind Bartimeus begging for light may be gathered into such homes and find the hands which can anoint its eyes, and open them to the beauty of this world? Be that as it may, you see here from year to year what has been done. It is a promise of still greater things. It is a plea to open such opportunities to every sightless child. All such, wherever they may be, plead for it, Christianity pleads for it, humanity pleads for it.

I know full well the many appeals which come to us. There are those thousands of lifeless bodies and wretched homes and broken hearts in the valleys of Pennsylvania; there are the numberless, ceaseless charities which every day brings to light; and no deserving appeal comes to the great heart of Massachusetts in vain. What are we here for, we who are favored, but to meet them and seek them and answer them until they are satisfied? I know how nobly you have responded to this charity already. One looks over the list with moistened eye and a gratified heart, as if he were one of their beneficiaries; but yet we must appeal to you again. We want about twenty thousand dollars to make the fund self-supporting. We want it now. Here are two thousand persons. Ten dollars from each one would be enough. Cannot each young person raise that amount? Some can a great deal more. Let each one of us set aside that sum before the summer vacation begins. What are we here for, but to keep the divine law of proportion in what we do for ourselves and what we do for others? You are going to foreign lands to see what glorious monuments man has reared in the past, and you are going to wander among their ivy-covered ruins; you are going to see the works of man's art, the beautiful paintings and statues of the old artists; or you are going to your summer homes to watch each day the unwearying glory of the eternal ocean, or the forests on the mountain slope, or the pastures by the summer streams, or the sweet succession of the opening flowers and the

mellowing fruits. Before we go, let us send to the treasurer of this home what he needs to carry on the work. These little ones ask it; some fifty thousand in this country ask it; these patient, gifted teachers ask it; Jesus asks it, as he still says to us, "Inasmuch as ye have done it unto one of the least of these little ones, ye have done it unto me." We ask it not only for their benefit but for ours, the givers, that we may know more and more that that charity which helps others is like a fountain by the roadside, which stays the thirst of the passer-by, and yet is still full and flowing on.

The little children had now completed their modeling, and exhibited, in turn, and explained the uses of the various articles they had made, — a milk pail, a pan, a skimmer, a churn, a butter-worker, and finally a roll of butter. Then followed a hay-making game, after which the kindergarten orchestra, which Mr. Anagnos said had only been started about a month, gave a very amusing entertainment with tambourine, dulcimer, triangle, drum, harmonica and clappers. Wagner's "Spinners' Chorus" was rendered by a choir of female voices, followed by the

VALEDICTORY BY MARY EUNICE FRENCH.

In this commencement month of the year, when all nature rejoices in freshness and beauty, and the perfume of many blossoms fills the air, our attention is called to the silent growth of the plants. They receive the warm sunshine and rain, imbibing from them and the earth the special elements adapted to their particular needs, changing and developing these elements into materials for their separate growth. As a result of this mysterious process, we have the unfolding of leaf and flower. So we, especially in our school days, which constitute the spring-time of our lives, receive lasting

impressions from our surroundings, drawing from books and companionship with cultured lives the elements necessary for healthy growth.

The result of this growth — the flower watched and waited for — is character, ever developing nearer to that beauty and symmetry which the rose reveals in its perfection; and, as that flower lives not for itself, but gives forth its fragrance to all, unsparingly, so the true character is not only constantly receiving, but constantly giving, exerting an influence, as subtle as the fragrance of the rose, upon the lives with which it comes in contact, making them better and happier.

A developed character has independence. It does not continually demand society, because it possesses in itself qualities which may be relied upon for instruction and recreation. Character, unlike the symbolic flower, is enduring; the world is its test. It cannot always remain sheltered within the school-room; the duties of life must be assumed, with the resolution bravely to face the storms, and to be true to the perceptions of right and wrong which it has cultivated.

There come in all lives periods made special by important changes, at which times, more than at others, the mind is occupied with reflections of the past and hopes for the future. It is with such feelings that we approach this occasion. In the past lie the happy days of our school life, with the many helpful friendships and pleasant associations which will remain with us, among whatever surroundings we may find our places. For the future our ambition pictures noble lives of usefulness. The school years which are closing have been preparing us for such lives, and we must not prove false to their teaching, but ever advance towards those heights of mind and soul which alone give perfect satisfaction.

To His Excellency the Governor, and the members of the Legislature of Massachusetts, and to the corresponding representatives of the several New England States, we extend

our thanks for the generous support which they have tendered to our school. Trustees, we wish to express our gratitude for the kind interest which you have ever manifested in our welfare and advancement. Director, teachers and matrons, our words are too weak to express our feelings towards you. Your words of encouragement and counsel we shall always treasure in our remembrance, and strive to live in accordance with them.

The memory of her, the loved and honored friend of all, whose pure life has passed from our midst so recently, will ever stimulate us to press forward and make the best use of our powers.

Schoolmates, you with whom we have spent so many happy hours, you constitute the school; by your progress only can it advance. May you make the progress sure, rising each day above newly conquered obstacles. Fellow-graduates, for many years we have received the care and instruction of our *alma mater*, and as we say farewell, knowing that our school days are at an end, we also know that our studying is not ended, but will continue in life's large school, where, as we take our places among its workers, may we prove our gratitude to the school to which we owe so much.

The graduating class, which numbered eleven members, now came forward to receive their diplomas from the hands of Dr. Eliot, who made the following address: —

I congratulate you, my young friends, on the happy circumstances in which you come before this great audience to receive your diplomas; for the great audience is full of sympathy for you, full of feeling for all that you have done and for all that is yet before you to do. Your friends are here, many of them on this platform; among them, one who has been your friend as long as you have

been in the school, and who has watched you directly and indirectly through every year of your studies; she who has lately celebrated her birthday, crowning a beautiful and beneficent career, is here to wish you well, and to join in the good wishes which we all desire to express to you.

Your valedictorian has just said that you look backward at this hour, that you remember how dear the school is to you, and how much you owe to it in these years that have passed away. I don't think that any of you can be in any haste to leave it. You have felt so deeply all that it has been to you, you have known so entirely all that it has done for you, that you cannot desire to part from it one moment sooner than it is reasonable and right for you to do. You do not part from it, although you become its graduates; you are still its members, and the school depends upon you in the years that are to come for loyal and faithful affection, for disinterested support, and for all that the graduates of the school alone can do to make it beneficent and prosperous and happy.

There was a mission in South Africa which the natives called "Esibaneni," "the place of the torch." They felt that in that mission there had been a light lit up for them to last through their lives. And I am sure that you will feel that in this school which you are leaving a light has been lit up for you, and that it places in your hands the responsibility of lighting up something to illumine the paths of others. Light is nothing if merely received. It must be given as well as received, to be entirely light, and no one who is content with receiving it alone is really illuminated; for the possession of anything in the way of truth, of knowledge, of hope, of faith, is a stimulus to give it to others, as a means of making their lives happy, as ours have been made happy.

The world is full of examples of what the blind have done to make those around them better and nobler and wiser for their having lived. I read a little while ago a biography of an English woman, Elizabeth Gilbert, daughter of the Bishop of Chichester, who, although blind, had yet been trained like her sisters, could find her way around the intricacies of her father's house, and had all the little arts and appliances of life at her command, so that it was difficult to distinguish her from a seeing woman. And when she grew up, and her training was over, she devoted herself to the benefit of the blind, established an organization where they could find employment; and so entirely and diligently did she give herself to the work, that her friends feared for her health. "You are working yourself to death," said one of them. "Oh, no," she replied; "I am working myself to life." She said to her sister, who had been ascending some great mountain: "I don't want to know of what the mountain is made, or how high it is; I want to know how you feel when you ascend it, when you get up to the top of it. Does it make you afraid, or does it make you happy, or does it give you a kind of proud feeling?"

As *you* are ascending, consider whether you are feeling rightly. Remember that the path leads upward; and, as you ascend, the question is, whether you feel afraid or happy, whether the great truths and the great duties that lie before you inspire you or paralyze you. That is the question for us all. It is a question for you to put to yourselves, for me to put to myself, and for every person within these walls to-day to put to himself or to herself. Are the great heights before us such as make us proud, or such as bid us be ashamed? Upon the answer to that question depends the character of our lives.

I need not say to you who have received your train-

ing, that it needs no great or exceptional powers to meet the destiny that is before you. God has given every one of us abundant power to do the special work that he brings us to do. There are drawbacks to us all, some without us and some within; but there is no doubt that they can all be overcome, and that, being overcome, they will help us to do a greater work than we could have done without overcoming them. A few years ago there died in this city a man whose success in life was, in a degree, owing to his being partly blind. He was one of our trustees, he was one of the early friends of this school, and while he lived he never ceased to take an interest in it. It was Prescott, the historian. He would never have written his histories, he would never have achieved the fame that was world-wide when he lived and lasts beyond his death, had it not been for the disadvantages, as the world calls them, that fell upon him when his sight was impaired. But he knew how to make use of his disadvantages, and to turn them to such account that they became priceless advantages in his life; and his life was what it was because of them, and because of the spirit in which he met them.

A few weeks ago we all read in the papers, and I have no doubt you heard, of that strange and inspiring scene in the waters of Samoa, when a great hurricane fell upon the island, and an English steamer alone was able to beat up against the wind and find safety in the open sea; and, as it passed an American man-of-war, struggling in vain with the hurricane, it heard from that ship the cheers which rang out from the sailors as they watched the Englishman fighting his way against the tempest. When the cheers had been given, the band of the American ship, the "Trenton," struck up the "Star-spangled Banner;" and so the ship went upon the reef to destruction. What an inspiration such a scene as that

is to us all; how it helps us to face the difficulties of life, to meet the storm and tempest as they come, and to prepare for the sunshine that is sure to follow. I wish no darkness to descend upon you; I wish no difficulties to lie in your path that you cannot surmount. But, if such do lie there, and if any shadow does fall upon you, may God give you grace so to meet the difficulties that they shall cease to be difficulties, and so to face the shadows that they shall cease to be shadows.

These diplomas are a gift, as I always say, of your director and your teachers. They come to you from them. They come to your hands with the best wishes and the earnest hopes and prayers of all these friends who have gathered here this afternoon.

The exercises were fitly closed with a chorus by Benedict, "Joy! Joy! Freedom to-day!"

APPENDIX B.

PREVENTABLE BLINDNESS.

PREVENTABLE BLINDNESS.

In the early part of the year Dr. Hasket Derby made a series of visits to this institution, for the purpose of investigating the causes of blindness, with the object of ascertaining how much is preventable. The results of this investigation are embodied in an article published in the "Boston Medical and Surgical Journal," of Oct. 24, 1889, under the title, "Some Causes of Preventable Blindness." By permission of the author, portions of this article, of especial interest in connection with this institution, are here reprinted.

According to the figures given by Dr. Lucien Howe, blindness in the United States increases at a rate out of proportion to that of the growth of the population. Between 1870 and 1880 the latter had increased 30.09 per cent., and the number of blind 140.78 per cent. The community is supposed to have been, in 1880, at a charge of between sixteen and seventeen millions of dollars for the support of these individuals.

A certain proportion of this loss of sight is, of course, preventable. Being desirous of estimating the relative number of such cases in our own community, I recently applied for permission to examine the inmates of the Perkins Institution for the Blind in South Boston. Mr. Anagnos very kindly placed at my disposition every possible facility, both at South Boston and at the kindergarten in Jamaica Plain. I was thus enabled to take notes of 183 cases, all but one of which I personally examined. The single exception was

absent at the time of my visit, but his recorded history left no doubt as to the cause of his loss of sight.

Following the classification of Magnus, I have divided these cases into four classes, and subdivided them as follows: —

I.	Congenital Blindness.		
	Mikrophthalmus,	4	
	Megalophthalmus,	1	
	Cataract,	20	
	Choroiditis,	1	
	Atrophy of optic nerves,	9	
	Anomalies of cornea,	3	
		—	38
II.	Blindness in Consequence of Idiopathic Diseases of Eye.		
	Blenorrhœa neonatorum,	34	
	Trachoma,	4	
	Blenorrhœa,	5	
	Disease of cornea,	1	
	Irido-choroiditis and cyclitis,	5	
	Choroiditis,	1	
	Separation of retina,	1	
	Idiopathic optic nerve atrophy,	4	
		—	55
III.	Blindness of Traumatic Origin.		
	Direct injury of the eyes,	9	
	Unsuccessful operations,	3	
	Injuries of the head,	16	
	Traumatic sympathetic ophthalmia,	12	
		—	40
IV.	Blindness attributable to General Disease.		
	Syphilis,	1	
	Brain (atrophy of optic nerves),	27	
	Typhoid,	1	
	Measles,	5	
	Scarlet fever,	16	
		—	50
			183

It is with the figures in the second class that we are more immediately concerned, and especially with those of blindness dependent on the ophthalmia of new-born children. There were 34 such cases out of 183, being a percentage of 18.6. This is, however, a smaller proportion than has been obtained by other observers, and can only be accounted for by the limited number of individuals I was able to examine. At the Sheffield School for the Blind, Mr. Snell found 38.3 per cent. blind from this cause, and observers in general estimate that some 30 per cent. of all blindness is due to this disease.

Even the examination at South Boston reveals the fact that at least one in every five of the inmates of the institution need not necessarily have ever come there. For it is an established fact that the ophthalmia of new-born children can, with few exceptions, be successfully prevented when there is reason to apprehend its occurrence. It is also not an exaggeration to claim that hardly a disease of the eye yields with more certainty to appropriate treatment.

. . . . . .

So much for the principal factor that operates in causing preventable blindness. Of that from trachoma it is less necessary to speak, as that disease appears to be greatly decreasing in this community. The greater care used in the regulation of emigration, the gradual improvement in the housing and sanitary surroundings of the poor, and the discovery of jequirity as a remedy, are all working such a change for the better that one is almost justified in looking forward to a time when "granular lids" will be a tradition of the past.

There is but one other cause of preventable blindness on which I wish briefly to dwell, — traumatic sympathetic ophthalmia; of which I found 12 cases at the Blind Asylum, something over 6 per cent. of all affections investigated. With young children the occasion for the occurrence of this disease is most frequently the wounding the other eye by forks, scis-

sors and knives, carelessly left in their way. As it can be guarded against by the timely removal of the injured eye, it is certainly desirable that the indications for the performance of this operation should be familiar to the profession.

. . . . . .

To sum up the results of my investigation, I found 34 cases of ophthalmia neonatorum, 4 of trachoma, and 12 of the results of sympathetic ophthalmia; together, 50 instances of preventable blindness; in all, 27 per cent. of the inmates of the South Boston Asylum who need never have gone there had they received suitable care or enlightened treatment at the proper time. To diminish such a percentage in the future, the more careful education of the present day will not alone suffice. Those who propose to follow the profession of nursing must also be properly instructed, and some degree of knowledge on these subjects be diffused in the community.

APPENDIX C.

LAURA D. BRIDGMAN.

LAURA BRIDGMAN.

PREFACE.

The reports and notes * herewith given to the public contain the record of a wonderful labor, and an equally wonderful result. In the whole catalogue of human miseries, a greater can scarcely be imagined than the twofold privation, on the very threshold of existence, of the leading senses of sight and hearing. What parent, seeing an infant child so disabled, would not be apt to consider death a happy exchange for a life to be passed in darkness, ignorance and isolation?

Such a fate was set before the little Laura Bridgman, who nevertheless lived not only to enjoy the greatest benefits of civilized society, but also, by her extraordinary experience, to elucidate the mysterious relations of the human faculties, and to illustrate, in her outer darkness, the nature of the light which lighteth every man that cometh into the world.

When Dr. Howe first became aware of Laura's existence, the double calamity of blindness and deafness had rarely been observed, and never relieved to any appreciable extent. The way by which knowledge from without should make entrance into her mind was as yet unexplored, and every step in it was purely tentative.

The man whose genius led him to confront this difficult problem was of the order of those who so corre-

* See page 318.

spond to the needs of their time that they are called "providential" people. Dr. Howe's generous and impulsive youth had led him to take part in the desperate stand which Christianity in the East made against the barbarism of the Turk, backed by the diplomacy of western Europe. He was now in the full force of an energetic and self-contained manhood. Deep in his convictions, sober in his conclusions, cautious and patient in his methods, he was the very man to sit down before this beleaguered citadel, with the determination to use every device for its relief. The personage within was unknown to him and to all, save in her outer aspect. What were her characteristics? What her tendencies? If he should ever come to speech with her, would she prove to be fully and normally human? Would her spirit be amenable to the laws which govern the thoughts and conduct of mankind in general?

It must be said for the public, which became aware of this case and its progress, that it followed Dr. Howe's advance with the keenest interest. The appearance of his annual reports was waited for almost as are the numbers of a serial in a magazine. Much of this interest was no doubt inspired by an achievement so new and strange as was the impartment of language to a blind deaf mute. Deeper than the sympathy of the multitude was the earnest attention with which men of philosophic mind, all the world over, followed the development of this isolated intelligence. Francis Lieber, the eminent author of "Political Ethics and Hermeneutics," was one of those who gave much thought to Laura's case. Mr. Stanley Hall, in more recent times, has made it the foundation of some valuable studies.

If the man upon whom this task devolved had features of character which especially fitted him for its fulfilment, the time of which we speak was also one in which a new impulse had been given to education in many countries, and noticeably in our own. Our Puritan forefathers knew the value of public instruction, and provided for it in such measure as their means and attainments enabled them to do. But the practical education afforded by a democratic republican government in this favored land had brought to sight not only new and improved ways of reaching and assisting the immature mind, but also a more hopeful conception of its capacities. The study of phrenology, now little referred to, had its share in promoting this more sanguine view of human nature. Its analysis of men's moral and mental constitution was helpful and encouraging, even if the topical correctness of its delineations might be doubted. It appeared that defects of character, if explained, might in a great degree be remedied, while the ideal of a general harmony and correspondence between even the opposite traits of man's nature would stimulate the effort to keep all natural tendencies within the limits of their normal office. These views, not new in mental philosophy, were yet brought much nearer to the popular apprehension by the labors of Spurzheim and George Combe. Dr. Howe, while not literally following their mapping out of the human cranium, was yet aided in his work by the close observation of cranial outline and of physical temperament to which the perusal of these authors led him.

The phenomena of society are all penetrated by the spirit of the age. At the period now mentioned, the

old, autocratic aspect of learning began to give place to a more humane and democratic spirit. The sympathetic and generous side of culture insensibly put out of sight the forbidding assumption of scholastic pedantry. As the price of learning was soon to be that which every intelligent man could pay, so the reward of high attainment was no longer to be sought in personal honor and distinction, but in the joy of helping the common, every-day world to better its thinking and its doing.

The labors of Horace Mann in behalf of public education belong to this order and to this period. They entitle him to grateful remembrance in the community in which he became an apostle of rational culture. Mr. Mann, like Dr. Howe, was at once a practical and an ideal philanthropist, inspired with a deep enthusiasm which expressed itself in timely words, and still more in deeds of lasting benefit to humanity. Trained in the legal profession, he derived from it the clear and logical modes of thought which guided his public life. The proper treatment of the insane, the introduction of normal schools and of high-school education for girls, were matters to which he devoted many years of his life, with what result we need not here relate. The friendship which united these two noble men was intimate and lifelong. Each was to the other a source of inspiration. Both were strenuous opponents of every enslaving agency, and resolute advocates of principles truly republican. Dr. Howe always spoke of Mr. Mann with reverent affection. The writer remembers a certain very thorough overhauling of the public schools of Boston which was instituted by Dr. Howe, in his one year of service on the school board, and regarding

which Horace Mann once said, "Only an angel or Sam Howe could have done this."

So the little Laura's spiritual birth brought her within a milder atmosphere than that which pervaded the Boston of the Puritans. Many a dark shadow of intolerance had been chased away, many a cruel chain of doctrine broken, when she was brought into intelligent communion with the nineteenth century.

In Europe Dr. Howe's great services to humanity gained for him the friendship of the foremost spirits of his time. Thomas Carlyle, Charles Dickens, Florence Nightingale, Sydney Smith, Harriet Martineau, Maria Edgeworth — these persons held him in lifelong esteem, and in their brilliant circle he was again and again called upon to relate the story of the way in which the use of three letters, taught after months of weary endeavor on both sides, had opened to her who knew naught else, the door of all learning, of all hope.

This narrative belongs to the past. Laura Bridgman has followed her great teacher into the world of shadows, having reached and passed the meridian of life, on whose decline the silent messenger found her near the close of May last. The story is one which the world should not willingly let die. Already the wonders wrought in her case have been helpful to children similarly afflicted, and the tuition which, for her, was doubtful and experimental, is now almost as clearly defined and understood as other teaching is. I have only to mention in this connection the rapid progress made by the blind deaf mutes, Helen Keller and Edith Thomas, of whom the first, a child of nine years, in two and a half years' time has come to surpass the

attainments of many seeing children of her age; while the progress of the second has been more rapid than that of Laura Bridgman at the corresponding period of instruction.

These reports preserve in the most genuine form the traces of the way which was so arduous to Laura and her instructor, and which was to be so full of cheering light to those who follow them. In reading these records, we may still see this angel of deliverance walking through the fields of knowledge with his timid pupil holding by his hand. Happier still is it to feel that this deliverance was effected in the person of one for many, and that education, overcoming every obstacle, can bring those who know no sight nor sound of this visible universe into the citizenship of the world, making them living and efficient members of the household of God on earth.

JULIA WARD HOWE.

REPORTS OF DR. HOWE ON LAURA BRIDGMAN.

The first account of Laura Bridgman appeared in the Sixth Annual Report of the institution, for the year 1837, and is as follows: —

Among the pupils who have entered during the last year, is one whose situation makes her an object of peculiar interest and lively sympathy; Laura Bridgman, a very pretty, intelligent, and sprightly girl, of eight years, is entirely blind, deaf, dumb, and almost entirely deprived of smell, * and has been so since her infancy. Here is a human soul shut up in a dark and silent cell; all the avenues to it are closed, except that of touch, and it would seem that it must be but a blank; nevertheless it is active, and struggling continually not only to put itself in communication with things without, but to manifest what is going on within itself. The child is constantly active; she runs about the house, and up and down stairs; she frolics with the other children, or plays with her toys; she dresses and undresses herself with great quickness and precision, and behaves with propriety at the table and everywhere; she knows every inmate of the house by the touch, and is very affectionate to them. She can sew and knit and braid, and is quite as active and expert as any of the rest of the children. But all this, interesting as it is, is nothing compared to the

* For all purposes of use she is without smell, and takes no notice of the odor of a rose, or the smell of cologne water, when held quite near her, though acrid and pungent odors seem to affect the olfactory nerve.

mental phenomena which she presents; she has a quick sense of propriety; a sense of property; a love of approbation; a desire to appear neatly and smoothly dressed, and to make others notice that she is so; a strong tendency to imitation, insomuch that she will sit and hold a book steadily before her face in imitation of persons reading. It is difficult to say whether she has any sense of right and wrong disconnected with the feeling that such an action will be reproved, and such an one approved by those about her; but certain it is, she will retain nothing belonging to another; she will not eat an apple or piece of cake which she may find, unless signs are made that she may do so. She has an evident pleasure in playfully teasing or puzzling others. The different states of her mind are clearly marked upon her countenance, which varies with hope and fear, pleasure and pain, self-approbation and regret; and which, when she is trying to study out anything, assumes an expression of intense attention and thought.

It was considered doubtful when she came whether it would be possible to teach her any regular system of signs by which she could express her thoughts or understand those of others; it was deemed highly desirable, however, to make the experiment, and thus far it has been successful. Common articles, such as a knife, a spoon, a book, etc., were first taken, and labelled with their names in raised letters; she was made to feel carefully of the article with the name pasted upon it; then the name was given her on another piece of paper, and she quickly learned to associate it with the thing. Then, the name of the thing being given on a separate label, she was required to select the thing from a number of other articles, or to find the article; for instance, the word key was given her, on a bit of paper in raised letters; she would at once feel for a key on the table, and, not finding it, would rise and grope her way to the door, and place the paper upon the key with an expression of

peculiar gratification. Thus far no attention was paid to the component letters of the word; the next step was to ascertain the correctness of her notion, by giving her metal types with the separate letters on their ends; these she soon learned to arrange and to spell the word; for instance, the teacher would touch the child's ear, or put her hand on a book, then to the letters, and she would instantly begin to select the types and to set them in order in a little frame used for the purpose, and when she had spelled the word correctly, she would show her satisfaction and assure her teacher that she understood by taking all the letters of the word and putting them to her ear, or on the book.

She then learned the arrangement of the letters in the alphabet, and is now occupied in increasing her vocabulary of words. Having learned the alphabet and the arrangement of letters into words, which she associated with things, she was next taught the manual alphabet, as used by the deaf mutes; and it is a subject of delight and wonder to see how rapidly, correctly and eagerly she goes on with her labors. Her teacher gives her a new object, for instance, a pencil, first lets her examine it, and get an idea of its use, then teaches her how to spell it by making the signs for the letters with her own fingers; the child grasps her hand and feels of her fingers, as the different letters are formed, she turns her head a little one side, like a person listening closely, her lips are apart, she seems scarcely to breathe, and her countenance, at first anxious, gradually changes to a smile, as she comprehends the lesson. She then holds up her little fingers and spells the word in the manual alphabet; next takes her types and arranges her letters; and last, to make sure that she is right, she takes the whole of the types composing the word, and places them upon or in contact with the pencil, or whatever the object may be.

The process of teaching her is of course slow and tedious; the different steps to it must be suggested by her successive

attainments, for there are no precedents to go by;* but thus far the results have been most gratifying. She has not yet been long enough under instruction (four months only) to have got beyond the names of substances; the more difficult task of giving her a knowledge of names, expressive of qualities, feelings, etc., remains yet to be accomplished. No sure prognostic can be made, but much is to be hoped from the intelligence of the child, and the eager delight with which she lends all her attention, and the strong effort she evidently makes to gain new ideas; not from fear of punishment, or hope of reward, but from the pleasure which the exercise of the faculties confers upon her. No pains or expense will be spared in efforts to develop the moral and intellectual nature of this interesting child, and no opportunity lost of gathering for science whatever mental phenomena her singular case may furnish.

The most complete narrative of Laura's early years appears in the following appendix to the Ninth Annual Report, for the year 1840. It contains a brief extract from the first account of Laura; but, this account having already been given in full, the extract is not repeated. The appendix has been amplified by inserting, instead of extracts, the entire reports on this case made in 1838 and 1839, and the foot notes on page 160, in order to make this a complete history to the close of the year 1840.

* Julia Brace, the deaf, dumb and blind girl, in the Institution for the Deaf Mutes, at Hartford, did not succeed in attaining a knowledge of the written signs significative of objects. Julia possessed her senses until the age of four years, and she is aided by a sense of smell, sharpened by practice, to the acuteness of the vulture, while Laura has it so imperfectly as that she may be said to be without smell. James Mitchell, whose case is noticed by Dugald Stewart and other philosophers, did not learn any system of arbitrary signs, nor is there any case on record of a person deprived of sight and hearing succeeding in doing so.

[Extract from Dr. Howe's report for the year 1840.]

APPENDIX A.

To the Trustees.

GENTLEMEN: — Laura Bridgman has become extensively known. Human sympathies are always ready to be poured out in proportion to the amount of human suffering. The privation of any one sense is supposed to be a dreadful calamity, and calls at once for our sympathy with the sufferer; but when a human being is known to be deaf, dumb, blind, without smell, and with imperfect taste, that being excites the tender compassion of all who feel, and becomes an object of great curiosity to those who reflect, as well as feel. When the supposed sufferer is a child, — a girl, — and of pleasing appearance, the sympathy and the interest are naturally increased.

Such is the case with our beloved pupil, Laura Bridgman; and so general is the interest which she has excited, and so numerous are the inquiries concerning her, that I have thought it would be showing proper respect to the public of this section of the country, to publish, in the next annual report, a short history of her case. It is true, an account of the manner of teaching her, and of her progress from year to year, has been given in the reports of 1838, '39, and '40. But those reports are seldom preserved; and hundreds of people have seen her for the first time during the last year. I therefore submit the following imperfect outline of her history.

She was born in Hanover, New Hampshire, on the twenty-first of December, 1829. She is described as having been a very sprightly and pretty infant, with bright blue eyes. She was, however, so puny and feeble,

until she was a year and a half old, that her parents hardly hoped to rear her. She was subject to severe fits, which seemed to rack her frame almost beyond its power of endurance, and life was held by the feeblest tenure; but, when a year and a half old, she seemed to rally; the dangerous symptoms subsided, and at twenty months old, she was perfectly well.

Then her mental powers, hitherto stinted in their growth, rapidly developed themselves; and during the four months of health which she enjoyed, she appears (making due allowance for a fond mother's account) to have displayed a considerable degree of intelligence. *

But suddenly she sickened again; her disease raged with great violence during five weeks, when her eyes and ears were inflamed, suppurated, and their contents were discharged. But though sight and hearing were gone forever, the poor child's sufferings were not ended; the fever raged during seven weeks; † "for five months she was kept in bed in a darkened room; it was a year before she could walk unsupported, and two years before she could sit up all day." It was now observed that her sense of smell was almost entirely destroyed; and, consequently, that her taste was much blunted.

It was not until four years of age that the poor child's bodily health seemed restored, and she was able to enter upon her apprenticeship of life and the world. ‡

* An appendix to the Sixth Annual Report, which gives a similar, though less complete, account of Laura's infancy, says that "when she attained her second year she was more intelligent and sprightly than common children; she could already prattle some words, and had mastered the difference between A and B."

† During which time it is said that "she tasted not a morsel of food."

‡ In the same appendix it is stated that "as her health and strength began to be established, she learned to go about the house and manifested a desire to be employed; not by looks, for she was blind; not by words, for she was dumb. She could, it is true, for a time pronounce the few words she had before learned; but not hearing *the sound of her own voice*, she soon lost the command of her articulation; the sound answered not to the thought; the will lost command of the tongue; and the last articulate word she was ever heard to utter was, "book!"

But what a situation was hers! The darkness and the silence of the tomb were around her: no mother's smile called forth her answering smile; no father's voice taught her to imitate his sounds; to her, brothers and sisters were but forms of matter which resisted her touch, but which differed not from the furniture of the house, save in warmth and in the power of locomotion, and not even in these respects from the dog and the cat.

But the immortal spirit which had been implanted within her could not die, nor be maimed nor mutilated; and though most of its avenues of communication with the world were cut off, it began to manifest itself through the others. As soon as she could walk, she began to explore the room, and then the house; she became familiar with the form, density, weight and heat, of every article she could lay her hands upon. She followed her mother, and felt of her hands and arms, as she was occupied about the house; and her disposition to imitate led her to repeat everything herself. She even learned to sew a little, and to knit.

Her affections, too, began to expand, and seemed to be lavished upon the members of her family with peculiar force.

But the means of communication with her were very limited; she could only be told to go to a place by being pushed; or to come to one by a sign of drawing her. Patting her gently on the head signified approbation; on the back, disapprobation.

She showed every disposition to learn, and manifestly began to use a natural language of her own; she had a sign to express her idea of each member of the family; as drawing her fingers down each side of her face, to allude to the whiskers of one; twirling her hand around, in imitation of the motion of a spinning wheel, for another; and so on. But, although she received all the

aid that a kind mother could bestow, she soon began to give proof of the importance of language to the development of human character; caressing and chiding will do for infants and dogs, but not for children; and by the time Laura was seven years old, the moral effects of her privation began to appear. There was nothing to control her will but the absolute power of another, and humanity revolts at this; she had already begun to disregard all but the sterner nature of her father; and it was evident that, as the propensities should increase with her physical growth, so would the difficulty of restraining them increase.

At this time I was so fortunate as to hear of the child, and immediately hastened to Hanover to see her. I found her with a well-formed figure; a strongly-marked, nervous-sanguine temperament; a large and beautifully shaped head, and the whole system in healthy action.

Here seemed a rare opportunity of benefiting an individual, and of trying a plan for the education of a deaf and blind person, which I had formed on seeing Julia Brace, at Hartford.

The parents were easily induced to consent to her coming to Boston; and on the fourth of October, 1837, they brought her to the institution.

For a while she was much bewildered; and after waiting about two weeks, until she became acquainted with her new locality, and somewhat familiar with the inmates, the attempt was made to give her a knowledge of arbitrary signs, by which she could interchange thoughts with others.

There was one of two ways to be adopted: either to go on and build up a language of signs on the basis of the natural language which she had already herself commenced, or to teach her the purely arbitrary language in common use; that is, to give her a sign for every individual thing, or to give her a knowledge of letters, by the combination of which she might express her idea of the existence, and

the mode and condition of existence, of anything. The former would have been easy, but very ineffectual; the latter seemed very difficult, but, if accomplished, very effectual: I determined, therefore, to try the latter.

The first experiments were made by taking articles in common use, such as knives, forks, spoons, keys, etc., and pasting upon them labels with their names printed in raised letters. These she felt of very carefully, and soon, of course, distinguished that the crooked lines *s p o o n* differed as much from the crooked lines *k e y*, as the spoon differed from the key in form.

Then small, detached labels, with the same words printed upon them, were put into her hands; and she soon observed that they were similar to the ones pasted on the articles. She showed her perception of this similarity by laying the label *k e y* upon the key, and the label *s p o o n* upon the spoon. She was here encouraged by the natural sign of approbation, patting on the head.

The same process was then repeated with all the articles which she could handle; and she very easily learned to place the proper labels upon them. It was evident, however, that the only intellectual exercise was that of imitation and memory. She recollected that the label *b o o k* was placed upon a book, and she repeated the process, first from imitation, next from memory, with no other motive than the love of approbation, and apparently without the intellectual perception of any relation between the things.

After a while, instead of labels, the individual letters were given to her on detached pieces of paper: they were arranged side by side, so as to spell *b o o k*, *k e y*, etc.; then they were mixed up in a heap, and a sign was made for her to arrange them herself, so as to express the words *book*, *key*, etc., and she did so.

Hitherto, the process had been mechanical, and the success about as great as teaching a very knowing dog, a

variety of tricks. The poor child had sat in mute amazement, and patiently imitated everything her teacher did; but now the truth began to flash upon her, her intellect began to work, she perceived that here was a way by which she could herself make up a sign of anything that was in her own mind, and show it to another mind, and at once her countenance lighted up with a human expression; it was no longer a dog or parrot, — it was an immortal spirit, eagerly seizing upon a new link of union with other spirits! I could almost fix upon the moment when this truth dawned upon her mind, and spread its light to her countenance; I saw that the great obstacle was overcome, and that henceforward nothing but patient and persevering, plain and straightforward efforts were to be used.

The result, thus far, is quickly related, and easily conceived; but not so was the process; for many weeks of apparently unprofitable labor were passed before it was effected.

When it was said above that a sign was made, it was intended to say that the action was performed by her teacher, she feeling of his hands, and then imitating the motion.

The next step was to procure a set of metal types, with the different letters of the alphabet cast upon their ends; also a board, in which were square holes, into which holes she could set the types, so that the letters on their ends could alone be felt above the surface.

Then, on any article being handed to her, — for instance, a pencil or a watch, — she would select the component letters, and arrange them on her board, and read them with apparent pleasure.

She was exercised for several weeks in this way, until her vocabulary became extensive; and then the important step was taken of teaching her how to represent the different letters by the position of her fingers, instead of the

cumbrous apparatus of the board and types. She accomplished this speedily and easily, for her intellect had begun to work in aid of her teacher, and her progress was rapid.

This was the period, about three months after she had commenced, that the first report* of her case was made.

The whole of the succeeding year was passed in gratifying her eager inquiries for the names of every object which she could possibly handle; in exercising her in the use of the manual alphabet; in extending by every possible way her knowledge of the physical relations of things; and in taking proper care of her health.

At the end of the year a report of her case was made, as follows: —

It may be remembered that, in the report of the last Board, particular mention was made of a deaf, dumb and blind girl, named Laura Bridgman, then a pupil, and promise was given of further notice of her case.

It has been ascertained, beyond the possibility of doubt, that she cannot see a ray of light, cannot hear the least sound, and never exercises her sense of smell, if she has any. Thus her mind dwells in darkness and stillness, as profound as that of a closed tomb at midnight. Of beautiful sights, and sweet sounds, and pleasant odors, she has no conception; nevertheless she seems as happy and playful as a bird or a lamb; and the employment of her intellectual faculties, the acquirement of a new idea, gives her a vivid pleasure, which is plainly marked in her expressive features. She never seems to repine, but has all the buoyancy and gaiety of childhood. She is fond of fun and frolic, and, when playing with the rest of the children, her shrill laugh sounds loudest of the group.

When left alone, she seems very happy if she has her knitting or sewing, and will busy herself for hours; if she has no occupation, she evidently amuses herself by imaginary dialogues, or recalling past impressions; she counts with her fingers, or spells out names of things which she has recently learned, in the man-

* See p. 155.

ual alphabet of the deaf mutes. In this lonely self-communion she reasons, reflects, and argues; if she spells a word wrong with the fingers of her right hand, she instantly strikes it with her left, as her teacher does, in sign of disapprobation; if right, then she pats herself upon the head and looks pleased. She sometimes purposely spells a word wrong with the left hand, looks roguish for a moment, and laughs, and then with the right hand strikes the left, as if to correct it.

During the year she has attained great dexterity in the use of the manual alphabet of the deaf mutes; and she spells out the words and sentences which she knows, so fast and so deftly, that only those accustomed to this language can follow, with the eye, the rapid motions of her fingers.

But, wonderful as is the rapidity with which she writes her thoughts upon the air, still more so is the ease and accuracy with which she reads the words thus written by others, grasping their hand in hers, and following every movement of their fingers, as letter after letter conveys their meaning to her mind. It is in this way that she converses with her blind playmates; and nothing can more forcibly show the power of mind in forcing matter to its purpose, than a meeting between them. For, if great talent and skill are necessary for two pantomimes to paint their thoughts and feelings by the movements of the body, and the expression of the countenance, how much greater the difficulty when darkness shrouds them both, and the one can hear no sound!

When Laura is walking through a passage-way, with her hands spread before her, she knows instantly every one she meets, and passes them with a sign of recognition; but if it be a girl of her own age, and especially if one of her favorites, there is instantly a bright smile of recognition, an intertwining of arms, a grasping of hands, and a swift telegraphing upon the tiny fingers, whose rapid evolutions convey the thoughts and feelings from the outposts of one mind to those of the other. There are questions and answers, exchanges of joy or sorrow; there are kissings and partings, just as between little children with all their senses.

One such interview is a better refutation of the doctrine, that mind is the result of sensation, than folios of learned argument. If those philosophers who consider man as only the most perfect animal, and attribute his superiority to his senses, be correct, then

a dog or a monkey should have mental power quadruple that of poor Laura Bridgman, who has but one sense.

We would not be understood to say that this child has the same amount of knowledge that others of her age have; very far from it; she is nine years of age, and yet her knowledge of language is not greater than a common child of three years. There has been no difficulty in communicating knowledge of facts, positive qualities of bodies, numbers, etc.; but the *words expressive of them*, which other children learn by hearing, as they learn to talk, must all be communicated to Laura by a circuitous and tedious method. In all the knowledge which is acquired by the perceptive faculties, she is of course backward; because, previous to her coming here, her perceptive faculties were probably less exercised in one week than those of common children are in one hour.

What may be termed her moral nature, however, her sentiments and affections, her sense of propriety, of right, of property, etc., is equally well developed as those of other children.

She is now able to understand simple sentences expressive of action; as, "shut the door," "give me a book," etc.; or, rather, as she expresses it, "shut door," "give book," for she does not know the force of the particles, *the* and *a*, any more than a prattling infant, who understands,—give cake,—but puts in *me* and *a* from imitation, without knowing their meaning; or than many a child in school understands the difference between a noun and a verb, though he has gone through all the parsing exercises and can give a rule for everything about it.

During this year, and six months after she had left home, her mother came to visit her, and the scene of their meeting was an interesting one.

The mother stood some time, gazing with overflowing eyes upon her unfortunate child, who, all unconscious of her presence, was playing about the room. Presently Laura ran against her, and at once began feeling of her hands, examining her dress, and trying to find out if she knew her; but, not succeeding in this, she turned away as from a stranger, and the poor woman could not conceal the pang she felt, at finding that her beloved child did not know her.

She then gave Laura a string of beads which she used to wear at home, which were recognized by the child at once, who, with much joy, put them around her neck, and sought me eagerly, to say she understood the string was from her home.

The mother now tried to caress her, but poor Laura repelled her, preferring to be with her acquaintances.

Another article from home was now given her, and she began to look much interested; she examined the stranger much closer, and gave me to understand that she knew she came from Hanover; she even endured her caresses, but would leave her with indifference at the slightest signal. The distress of the mother was now painful to behold; for, although she had feared that she should not be recognized, the painful reality of being treated with cold indifference by a darling child was too much for woman's nature to bear.

After a while, on the mother taking hold of her again, a vague idea seemed to flit across Laura's mind, that this could not be a stranger; she therefore felt of her hands very eagerly, while her countenance assumed an expression of intense interest; she became very pale, and then suddenly red; hope seemed struggling with doubt and anxiety, and never were contending emotions more strongly painted upon the human face. At this moment of painful uncertainty, the mother drew her close to her side, and kissed her fondly; when at once the truth flashed upon the child, and all mistrust and anxiety disappeared from her face, as with an expression of exceeding joy she eagerly nestled to the bosom of her parent, and yielded herself to her fond embraces.

After this, the beads were all unheeded; the playthings which were offered to her were utterly disregarded; her playmates, for whom but a moment before she gladly left the stranger, now vainly strove to pull her from her mother; and, though she yielded her usual instantaneous obedience to my signal to follow me, it was evidently with painful

reluctance. She clung close to me, as if bewildered and fearful; and when, after a moment, I took her to her mother, she sprang to her arms, and clung to her with eager joy.

I had watched the whole scene with intense interest, being desirous of learning from it all I could of the workings of her mind; but I now left them to indulge unobserved those delicious feelings, which those who have known a mother's love may conceive, but which cannot be expressed.

The subsequent parting between Laura and her mother, showed alike the affection, the intelligence, and the resolution of the child; and was thus noticed at the time: —

Laura accompanied her mother to the door, clinging close to her all the way, until they arrived at the threshold, where she paused, and felt around, to ascertain who was near her. Perceiving the matron, of whom she is very fond, she grasped her with one hand, holding on convulsively to her mother with the other, and thus she stood for a moment; then she dropped her mother's hand, put her handkerchief to her eyes, and, turning round, clung sobbing to the matron, while her mother departed, with emotions as deep as those of her child.

At the end of the year 1839, after she had been twenty-eight months under instruction, the following report was made of her case: —

There is one whose situation is so peculiar, and whose case is so interesting in a philosophical point of view, that we cannot forbear making particular mention of it; we allude to Laura Bridgman, the deaf, dumb and blind girl, mentioned in the two last reports.

The intellectual improvement of this interesting being, and the progress she has made in expressing her ideas, is truly gratifying. She uses the manual alphabet of the deaf mutes with great facility and great rapidity; she has increased her vocabulary so as to comprehend the names of all common objects; she uses adjectives expressive of positive qualities, such as hard, soft, sweet, sour, etc.; verbs expressive of action, as give, take, ride,

run, etc., in the present, past, and future tense; she connects adjectives with nouns to express their qualities: she introduces verbs into sentences and connects them by conjunctions; for instance, a gentleman having given her an apple, she said, *man give Laura sweet apple.* She can count to high numbers; she can add and subtract small numbers

But the most gratifying acquirement which she has made, and the one which has given her the most delight, is the power of *writing a legible hand*, and expressing her thoughts upon paper; she writes with a pencil in a grooved line, and makes her letters clear and distinct.

She was sadly puzzled at first to know the meaning of the process to which she was subjected, but, when the idea dawned upon her mind, that by means of it she could convey intelligence to her mother, her delight was unbounded. She applied herself with great diligence, and in a few months actually wrote a legible letter to her mother, in which she conveyed information of her being well, and of her coming home in ten weeks. It was indeed only the skeleton of a letter; but still it expressed, in legible characters, a vague outline of the ideas which were passing in her mind. She was very impatient to have *the man* carry this letter, for she supposed that the utmost limit of the post-office department was to employ a man to run backward and forward between our institution and the different towns where the pupils live, to fetch and carry letters.

* * * * * * * * * * * * *

She has improved very much in personal appearance, as well as in intellect; her countenance beams with intelligence; she is always active at study, work, or play; she never repines, and most of the time is gay and frolicsome.

She is now very expert with her needle, she knits very easily, and can make twine bags and various fancy articles very prettily. She is very docile, has a quick sense of propriety, dresses herself with great neatness, and is always correct in her deportment. In short, it would be difficult to find a child in the possession of all her senses, and the enjoyment of the advantages that wealth and parental love can bestow, who is more contented and cheerful, or to whom existence seems a greater blessing than it does to this

bereaved creature, for whom the sun has no light, the air no sound, and the flowers no color or smell.

For the method of teaching her, and for further particulars of her case, we refer you to Appendix B.

Appendix B.

The account given in the report of Laura Bridgman, though sufficiently minute for conveying an idea of her situation and acquirements, is not sufficiently so for those who regard her case as interesting and important in a psychological point of view.

Such persons are assured that careful observations continue to be made, with a view to ascertaining the order of developments and the peculiar character of her intellectual faculties. The result will probably be made public; meantime, the following general observations, added to those in the last reports, will serve to make out a general continuous history of the case.

Having mastered the manual alphabet of the deaf mutes, and learned to spell readily the names of everything within her reach, she was then taught words expressive of positive qualities, as hardness, softness; and she readily learned to express the quality, by connecting the adjective hard or soft with the substantive; though she generally followed what one would suppose to be the natural order in the succession of ideas, placing the substantive first.

It was found too difficult, however, then, to make her understand any general expression of quality, as hardness, softness, in the abstract. Indeed, this is a process of mind most difficult of performance to any, especially to deaf mutes.

One of her earliest sentences after learning the adjectives was this: she had found the matron ill, and understood that her head pained her, so she said, "*Smith head sick — Laura sorry.*"

Next she was put to the positive expression of relation to place, which she could understand. For instance, a ring was taken and placed *on* a box, then the words were spelled to her, and she repeated them from imitation. Then the ring was placed *on* a hat, and a sign given her to spell; she spelled *ring on box;* but, being checked, and the right words given, she immediately began to exercise her judgment, and, as usual, seemed intently thinking. Then the same was repeated with a bag, a desk, and a

great many other things, until, at last, she learned that she must name the thing *on* which the article was.

Then the same article was put *into* the box, and the words *ring in box* given her; this puzzled her for many minutes, and she would make mistakes; for instance, after she had learned to say correctly whether the ring was *on* or *in* a box, a drawer, a hat, a bucket, etc., if she were asked where is house, or matron, she would say *in box*. Cross-questioning, however, is seldom necessary to ascertain whether she really understands the force of the words she is learning; for when the true meaning dawns upon her mind, the light spreads to her countenance.

In this case the perception seemed instantaneous, and the natural sign by which she expressed it was peculiar and striking: she spelled *o n*, then laid one hand *on* the other; then she spelled *into*, and inclosed one hand *within* the other.

Some idea of the difficulty of teaching her common expressions, or the meaning of them, may be found from the fact that a lesson of two hours upon the words *right* and *left* was deemed very profitable, if she in that time really mastered the idea.

No definite course of instruction can be marked out, for her inquisitiveness is so great that she is very much disconcerted if any question which occurs to her is deferred until the lesson is over. It is deemed best to gratify her, if her inquiry has any bearing on the lesson; and often she leads her teacher far away from the objects he commenced with. For instance, picking up a nail in one of her lessons, she instantly asked its name, and it being spelled, she was dissatisfied, and thought the teacher had made a mistake, for she knew *nail* stood for her finger nail; and she was very anxious to go to headquarters, to be sure the teacher was right.

She often asks questions which unfortunately cannot be satisfactorily answered to her, for it is painful to excite such a vivid curiosity as now exists in her mind, and then balk it. For instance, she once asked with much eagerness why one arrangement of letters was not as good as another to express the name of a thing; as, why *tac* should not express the idea of the animal, as well as *cat*. This she expressed partly by signs and partly by words, but her meaning was perfectly clear; she was puzzled, and wished an explanation.

An extract from the diary kept by her instructor will give an idea of her manner of questioning: —

DECEMBER 3.

Spent one hour in giving Laura an idea of the meaning of the words *left* and *right*. She readily conceived that left hand meant *her* left hand, but with difficulty generalized the term. At last, however, she caught the idea, and eagerly spelled the names of her arms, hands, fingers, feet, ears, etc., as they were touched, and named them, right or left, as might be; suddenly pausing, however, and looking puzzled, she put her finger on her *nose*, and asked if that were left or right; thus she continually puzzles one; but such is her eagerness to find out one's meaning, such a zealous co-operation is there on her part, that it is a delightful task to teach her.

Uses to-day freely the prepositions *in* and *on;* she says teacher sitting *in* sofa: do not dare to correct her in such cases of anomalous usage of the preposition, but prefer to let her be in error, than shake her faith in a rule given; the corrections must be made by and by; the sofa having sides, she naturally says *in*.

In her eagerness to advance her knowledge of words and to communicate her ideas, she coins words, and is always guided by analogy. Sometimes her process of *word-making* is very interesting; for instance, after some time spent in giving her an idea of the abstract meaning of *alone*, she seemed to obtain it, and understanding that being *by one's self* was to be alone, or *al-one*. She was told to go to her chamber, or school, or elsewhere, and return *alone;* she did so, but soon after, wishing to go with one of the little girls, she strove to express her meaning thus, "Laura go *al-two*."

The same eagerness is manifested in her attempts to define for the purpose of classification; for instance, some one giving her the word bachelor, she came to her teacher for a definition; she was taught that men who had wives were *husbands*, those who had none, *bachelors;* when asked if she understood, she said "*man no have wife bachelor — Tenny bachelor;*" referring to an old friend of hers. Being told to define bachelor, she said "*bachelor, no have wife and smoke pipe.*" Thus she considered the individual peculiarity of smoking, in one person, as a specific mark of the *species bachelor*. Then, in order to test her knowledge of the word, it was said by her teacher, "Tenny has got no wife; what is Tenny?" She paused, and then said, "*Tenny is wrong!*"

The word widow being explained to her, a woman whose husband is dead, and she being called upon to define, she said, "*widow is woman, man dead and cold,*" and eked out her meaning by sinking down and dropping her hand, to signify *in the ground.* The two last words she added herself, they not having been in the definition; but she instantly associates the idea of *coldness* and *burial* with death. Her having acquired any idea of death was not by the wish of her teacher, it having been his intention to reserve the subject until such a development of her reason should be attained as would enable him to give a correct idea of it. He hopes still, by aid of the analogy of the germination and growth of plants, to give her a consoling hope of resurrection, to counterbalance the almost instinctive dread of death. She had touched a dead body before she came to the institution.

She easily acquired a knowledge and use of active verbs, especially those expressive of *tangible action;* as, to walk, to run, to sew, to shake. At first, of course, no distinction could be made of mood and tense; she used the words in a general sense, and according to the order of her *sense of ideas;* thus, in asking some one to give her bread, she would first use the word expressive of the leading idea, and say, "*Laura, bread, give.*" If she wanted water, she would say "*Water, drink, Laura.*" Soon, however, she learned the use of the auxiliary verbs, of the difference of the past, present and future tense; for instance, here is an early sentence, "*Keller is sick — when will Keller well;*" the use of *be* she had not acquired.

Having acquired the use of substantives, adjectives, verbs, prepositions and conjunctions, it was deemed time to make the experiment of trying to teach her to *write*, and to show her that she might communicate her ideas to persons not in contact with her.

It was amusing to witness the mute amazement with which she submitted to the process, the docility with which she imitated every motion, and the perseverance with which she moved her pencil over and over again in the same track, until she could form the letter. But when at last the idea dawned upon her, that by this mysterious process she could make other people understand what she thought, her joy was boundless. Never did a child apply more eagerly and joyfully to any task than

she did to this, and in a few months she could make every letter distinctly, and separate words from each other.

The following anecdote will give an idea of her fondness for teasing, or innocent fun or mischief. Her teacher, looking one day unobserved into the girls' play-room, saw three blind girls playing with the rocking-horse. Laura was on the crupper, another in the saddle, and a third clinging on the neck, and they were all in high glee, swinging backward and forward as far as the rockers would roll. There was a peculiarly arch look in Laura's countenance,—the natural language of sly fun. She seemed prepared to give a spring, and suddenly when her end was lowest, and the others were perched high in the air, she sidled quickly off upon the floor, and down went the other end so swiftly as to throw the girls off the horse. This Laura evidently expected, for she stood a moment convulsed with laughter, then ran eagerly forward with outstretched hands to find the girls, and almost screamed with joy. As soon, however, as she got hold of one of them, she perceived that she was hurt, and instantly her countenance changed; she seemed shocked and grieved, and, after caressing and comforting her playmate, she found the other, and seemed to apologize by spelling the word *wrong*, and caressing her.

When she can puzzle her teacher, she is pleased, and often purposely spells a word wrong with a playful look; and, if she catch her teacher in a mistake, she bursts into an ecstacy of laughter.

When her teacher had been at work giving her an idea of the words carpenter, chair maker, painter, etc., in a generic sense, and told her that blacksmith made *nails*, she instantly held up her fingers, and asked if blacksmith made them, though she knew well he did not.

With little girls of her own age she is full of frolic and fun, and no one enjoys a game at *romps* more than Laura.

She has the same fondness for a dress, for ribbons, and for finery as other girls of her age, and, as a proof that it arises from the same amiable desire of pleasing others, it may be remarked that whenever she has a new bonnet or any new article of dress, she is particularly desirous to go to meeting, or to go out with it. If people do not notice it, she directs their attention

by placing their hands upon it. Generally she indicates her preference for such visitors as are the best dressed.

She is so much in company with blind persons that she thinks blindness common; and, when first meeting persons, she asks if they are blind, or she feels of their eyes. She evidently knows that the blind differ from seeing persons, for when she shows blind persons anything, she always puts their fingers on it.

She seems to have a perception of character, and to have no esteem for those who have little intellect. The following anecdote is significant of her perception of character, and shows that from her friends she requires something more than good-natured indulgence.

A new scholar entered school, a little girl about Laura's age. She was very helpless, and Laura took great pride and great pains in showing her the way about the house, assisting her to dress and undress, and doing for her many things which she could not do for herself. In a few weeks it began to be apparent, even to Laura, that the child was not only helpless, but naturally very stupid, being almost an idiot. Then Laura gave her up in despair, and avoided her, and has ever since had an aversion to being with her, passing her by as if in contempt. By a natural association of ideas she attributes to this child all those countless deeds which Mr. *Nobody* does in every house; if a chair is broken or anything misplaced, and no one knows who did it, Laura attributes it at once to this child.

It has been observed before that she is familiar with the processes of addition and subtraction in small numbers. Subtracting one number from another puzzled her for a time, but by help of objects she accomplished it. She can count and conceive objects to about one hundred in number; to express an indefinitely great number, or more than she can count, she says, *hundred*. If she thought a friend was to be absent many years, she would say, "Will come hundred *Sundays*," meaning weeks. She is pretty accurate in measuring time, and seems to have an intuitive tendency to do it. Unaided by the changes of night and day, by the light, or the sound of any timepiece, she nevertheless divides time accurately.

With the days of the week, and the week itself as a whole, she is perfectly familiar; for instance, if asked what day it will

be in fifteen days more, she readily names the day of the week. The day she divides by the commencement and end of school, by the recesses, and by the arrival of meal-times.

She goes to bed punctually at seven o'clock, and of her own accord. For some time after she came under our charge she had some one to put her to bed every night; but soon it was thought best to send her alone, and that she might not wait for any one, she was left alone one evening and she sat until quite late, a person watching her; and at last she seemed to form her resolution suddenly,—she jumped up and groped her way up to bed. From that time to this she has never required to be told to go to bed, but, at the arrival of the hour for retiring, she goes by herself.

Those persons who hold that the capacity of perceiving and measuring the lapse of time is an innate and distinct faculty of the mind, may deem it an important fact that Laura evidently can measure time so accurately as to distinguish between a half and a whole note of music. Seated at the pianoforte, she will strike the notes in a measure quite correctly.*

There is no doubt that practice will enable her to subdivide time still more minutely. Possibly some attach an undue degree of importance to this power of measuring time, considered in a metaphysical point of view; for any one may make the same experiment upon himself, and, by stopping his ears and closing his eyes, will find he can measure time, or the *duration of his sensation*, and know which of two periods is longest; nevertheless, we shall continue carefully to note the phenomena in the case of Laura, for the benefit of whom they may concern.

It is interesting in a physiological point of view, to know the effect of the deprivation of three senses upon the remaining two. The sense of smell being destroyed, it seems a curious question whether the effect upon the organ of taste is general or particular; that is, whether the taste is blunted generally, and for all things alike, or whether one kind of sapidity is more affected than another. To ascertain this, some experiments have been tried, but as yet not enough to enable one to state

* Two measures, composed of quarter and eighth notes occurring in different order, were cited by Dr. Howe in illustration.

confidently the results in minute distinction. The general conclusions are these:—

Acids seem to make vivid and distinct impression upon the taste, and she apparently distinguishes the different degrees of acidity, better than of sweetness or bitterness. She can distinguish between wine, cider and vinegar, better than substances like manna, liquorice and sugar. Of bitters she seems to have less perception, or indeed hardly any: for, on putting powdered rhubarb into her mouth, she called it *tea;* and on one saying *no*, and telling her to taste *close*, she evidently did try to taste it, but still called it tea, and spit it out, but without any contortion or any indication of its being particularly disagreeable.

Of course she has a repugnance to this kind of experiments and it seems almost imposing upon her good nature to push them very far; we shall, however, be soon able to ascertain certainly how far she can distinguish different sapid bodies. Those who are curious in the physiology of the taste know that the highest degree of *gusto*, or the acme of pleasure, is not obtained until just as the morsel has slipped over the glottis, and is on its way beyond power of recall down the œsophagus. This seems to be a wise precaution of nature to prevent the stomach being cheated of its due; for, if the highest degree in pleasure of eating could be obtained without absolutely swallowing the morsel, the epicure could have an exhaustless source of pleasure, and need never degenerate into the *gourmand.*

Some physiologists, who have speculated upon this subject, consider that this final climax of the pleasure of taste is produced by a fine aroma, which, rising from the morsel, and mounting up the fauces, pleasantly titilates the ramifications of the olfactory nerve. The fact that, when we have a cold in the head and the fauces are obstructed, the taste is blunted, seems to bear out this supposition; but, from some observations in Laura, one would be inclined to think that some other cause must contribute to the effect.

She appears to care less for the process of mastication than deglutition; and probably it is only the necessity of mechanical trituration of food which induces her to go through with it, before hastening to the pleasant part of swallowing. Now, as

the imperfection of smell impairs the taste in the tongue and palate during mastication, it should have the same effect in deglutition, supposing this theory to be correct; but it seems not to be so, else Laura would have little inducement to swallow, save to fill a vacuity of stomach. Now, it seems doubtful whether the feeling of vacuity of stomach, strictly speaking, would show a child the road for the food, or whether it would not be as likely to .stuff bread into its ear, as into its mouth, if it had no pleasurable sensation in tasting; and, further, if the pleasurable sensation did not increase and tempt to deglutition, it is doubtful whether hunger or vacuity of stomach *alone* would teach a child to swallow the chewed morsel. On the whole, she seems to care less for eating than most children of her age.

With regard to the sense of touch, it is very acute, even for a blind person. It is shown remarkably in the readiness with which she distinguishes persons; there are forty inmates in the female wing, with all of whom of course Laura is acquainted; whenever she is walking through the passageways, she perceives by the jar of the floor, or the agitation of the air, that some one is near her, and it is exceedingly difficult to pass her without being recognized. Her little arms are stretched out, and the instant she grasps a hand, a sleeve, or even part of the dress, she knows the person, and lets them pass on with some sign of recognition.

The innate desire for knowledge, and the instinctive efforts which the human faculties make to exercise their functions, are shown most remarkably in Laura. Her tiny fingers are to her as eyes, and ears, and nose, and most deftly and incessantly does she keep them in motion; like the feelers of some insects which are continually agitated, and which touch every grain of sand in the path, so Laura's arms and hands are continually in play; and when she is walking with a person she not only recognizes everything she passes within touching distance, but, by continually touching her companion's hands, she ascertains what he is doing. A person walking across a room, while she had hold on his left arm, would find it hard to take a pencil out of his waistcoat pocket with his right hand, without her perceiving it.

Her judgment of distances and of relations of place is very

accurate; she will rise from her seat, go straight towards a door, put out her hand just at the right time, and grasp the handle with precision.

When she runs against a door which is shut, but which she expected to find open, she does not fret, but rubs her head and laughs, as though she perceived the ludicrous position of a person flat against a door trying to walk through it.

The constant and tireless exercise of her feelers gives her a very accurate knowledge of everything about the house; so that, if a new article, a bundle, bandbox or even a new book, is laid anywhere in the apartments which she frequents, it would be but a short time before in her ceaseless rounds she would find it, and from something about it she would generally discover to whom it belonged.

She perceives the approach of persons by the undulations of the air striking her face; and she can distinguish the step of those who tread hard, and jar the floor.

At table, if told to be still, she sits and conducts herself with propriety; handles her cup, spoon and fork, like other children; so that a stranger looking at her would take her for a very pretty child with a green ribbon over her eyes.

But, when at liberty to do as she chooses, she is continually feeling of things, and ascertaining their size, shape, density, and use; asking their names and their purposes, going on with insatiable curiosity, step by step, towards knowledge. Thus doth her active mind, though all silent and darkling within, commune by means of her one sense with things external, and gratify its innate craving for knowledge by close and ceaseless attention.

Qualities and appearances, unappreciable or unheeded by others, are to her of great significance and value; and by means of these her knowledge of external nature and physical relations will in time become extensive.

If the same success shall attend the cultivation of her moral nature as has followed that of her intellect and her perceptive faculties, great will be the reward to her, and most interesting will be the results to others.

These extracts from former reports bring down the history of her instruction to the commencement of the year 1840, when she had been two years and two months under instruction.

She had attained, indeed, about the same command of language as common children of three years old. Of course, her power of expression is by no means equal to her power of conception; for she has no words to express many of the perceptions and sensations which her mind doubtless experiences.

I shall now notice such of the phenomena that I have remarked in her case during the last year, as seem most striking and important. I shall divide these into physical, intellectual and moral.

Her health has been very good. She has not grown much in height, but her frame has filled out.

A perceptible change has taken place in the size and shape of her head; and, although unfortunately the measurement taken two years ago has been mislaid, every one who has been well acquainted with her notices a marked increase in the size of the forehead. She is now just eleven years old; and her height is four feet, four inches and seven-tenths. Her head measures twenty inches and eight-tenths in circumference, in a line drawn around it, and passing over the prominences of the parietal and those of the frontal bones; above this line the head rises one inch and one-tenth, and is broad and full. The measurement is four inches from one orifice of the ear to the other; and from the occipital spine to the root of the nose, it is seven inches.

Nothing has occurred to indicate the slightest perception of light or sound, or any hope of it; and, although some of those who are much with her suppose that her smell is more acute than it was, even this seems very doubtful. It is true that she sometimes applies things to her nose, but often it is merely in imitation of the blind children about her; and it is unaccompanied by that peculiar lighting up of the countenance, which is observable whenever she discovers any new quality in an object.

It was stated in the first report that she could perceive very pungent odors, such as that of cologne; but it seemed

to be as much by the irritation they produced upon the nervous membrane of the *nares*, as by any impression upon the olfactory nerve. It is clear that the sensation cannot be pleasurable, nor even a source of information to her respecting physical qualities; for, such is her eagerness to gain any information, that, could smell serve her, she would exercise it incessantly.

Those who have seen Julia Brace, or any other deaf and blind person, could hardly fail to observe how quickly they apply every thing which they feel, to the nose; and how, by this incessant exercise, the smell becomes almost incredibly acute. Now, with Laura this is not the case; she seldom puts a new thing to her nose; and, when she does, it is mechanically, as it were, and without any interest.

Her sense of touch has evidently improved in acuteness; for she now distinguishes more accurately the different undulations of the air, or the vibrations of the floor, than she did last year. She perceives very readily when a door is opened or shut, though she may be sitting at the opposite side of the room. She perceives also the tread of persons upon the floor.

Her mental perceptions, resulting from sensation, are much more rapid than they were; for she now perceives, by the slightest touch, qualities and conditions of things similar to those she had formerly to feel long and carefully for. So, with persons, she recognizes her acquaintances in an instant, by touching their hands or their dress; and there are probably fifty individuals, who, if they should stand in a row, and each hold out a hand to her, would be recognized by that alone.

The memory of these sensations is very vivid, and she will readily recognize a person whom she has once thus touched. Many cases of this kind have been noticed; such as a person shaking hands with her, and making a peculiar pressure with one finger, and repeating this on his second

visit, after a lapse of many months, being instantly known by her. She has been known to recognize persons whom she had thus simply shaken hands with but once, after a lapse of six months.

This is not more wonderful, indeed, than that one should be able to recall impressions made upon the mind through the organ of sight, as when we recognize a person of whom we had but one glimpse a year before; but it shows the exhaustless capacity of those organs of sense which the Creator has bestowed, as it were, in reserve against accidents, and which we usually allow to lie unused and unvalued.

The progress which she has made in intellectual acquirements can be fully appreciated by those only who have seen her frequently. The improvement, however, is made evident by her greater command of language, and by the conception which she now has of the force of parts of speech which last year she did not use in her simple sentences; for instance, of pronouns, which she has begun to use within six months. Last spring, returning fatigued from her journey home, she complained of a pain in her side, and, on being asked what caused it, she used these words, "*Laura did go to see mother; ride did make Laura side achie, horse was wrong, did not run softly.*" If she were now to express the same thing, she would say, "*I* did go to see mother; ride did make *my* side ache," etc. This will be seen by an extract from her teacher's diary of last month: —

DECEMBER 18.

To-day Laura asked me, "What is voice?" I told her, as well as I could, that it was an impression made upon another when people talk with their mouth. She then said, "*I do not voice.*" I said, "Can you talk with your mouth?" "*No.*" "Why?" "*Because I am very deaf and dumb.*" "Can you see?" "*No, because I am blind; I did not talk with fingers when I came with my mother, Doctor did teach me on fork, — what was on*

fork?" I told her paper was fixed on forks. She then said, "*I did learn to read much with types; Doctor did teach me in nursery. Drusilla was very sick all over.*"

The words here given (and indeed in all cases) are precisely as she used them; for great care is taken to note them at the time of utterance. It will be observed that she uses the pronoun, personal and possessive; and, so ready is she to conceive the propriety of it, and the impropriety of her former method, that, upon my recently saying, "Doctor will teach Laura," she eagerly shook my arm to correct me, and told me to say, "*I will teach you.*" She is delighted when she can catch any one in an error like this; and she shows her sense of the ludicrous by laughter, and gratifies her innocent self-esteem by displaying her knowledge.

It will be observed that these words are all spelled correctly; and, indeed, her accuracy in this respect is remarkable. She requires to have a word spelled to her only once, or twice at most, and she will seldom fail to spell it right ever afterwards.

I will give some sentences such as she was accustomed to use about the commencement of the past year, and contrast them with those of later date. Riding in the stage coach with her teacher over a rough road, she said, "*Laura will say to man horse will run softly, — horse is wrong.*" Sitting at breakfast, she asked, "*Who did make egg?*" Ans. — "Hen." "*With foot?*" Ans. — "No." "*Laura do love egg; hen will make more.*"

Here are some of her sentences of a more recent date, and subsequently to her learning the use of pronouns, the numbers of nouns, etc. Being surprised, lately, that I had not examined her for some time, she stopped short in her lesson, and said to her teacher, "*Doctor is not glad that I can cipher good;*" being asked why, she said, "*Because he*

does not wish me to show him sum." She was told I was busy, and had gone to the city; she said, "*Horse will be much tired to go to Boston all days.*"

She easily learned the difference between the singular and plural form, but was inclined for some time to apply the rule of adding *s*, universally. For instance, at her first lesson she had the words *arm*, *arms*, *hand*, *hands*, etc., then, being asked to form the plural of box, she said boxs, etc., and for a long time she would form the plural by the general rule, as lady, ladys, etc.

One of the girls had the mumps; Laura learned the name of the disease, and soon after she had it herself, but she had the swelling only on one side; and, some one saying, "You have got the mumps," she replied quickly, "*No, no; I have mump.*"

She was a long time in learning words expressive of comparison; indeed, her teacher quite despaired of making her understand the difference between good, better and best, after having spent many days in the attempt. By perseverance, however, and by giving her an idea of comparative sizes, she was at last enabled to use comparisons pretty well. She seemed to attach to the word *large*, when connected with an object, a substantive meaning, and to consider it a specific name of the particular thing. The same difficulty perhaps occurs with common children, only we do not notice it: children merely observe at first; comparison comes later; and perhaps few girls of six years old can be made to have a clear idea of the power and signification of the word *or*, which, insignificant as it seems, has been a stumbling block to Laura up to this day.

With pronouns, she had very little difficulty. It was thought best, at first, to talk with her as one does with an infant; and she learned to reply in the same way, — "*Laura want water; give Laura water;*" but she readily learned to substitute the pronoun, and now says, "*Give me water; I*

want water," etc. Indeed, she will not allow persons to address her in the third person, but instantly corrects them, being proud to show her knowledge.

She learned the difference between present and past tense during the last year, but made use of the auxiliaries; during this year she has learned the method of inflecting the verb. In this process, too, her perfect simplicity rebukes the clumsy irregularities of our language. She learned the words, *jump, jumped; walk, walked*, etc., until she had an idea of the mode of forming the imperfect tense; but when she came to the word *see*, she insisted that it should be *seed*, in the imperfect; and after this, upon going down to dinner, she asked if it was *eat, eated;* but, being told it was *ate*, she seemed to try to express the idea that this transposition of letters was not only wrong, but ludicrous, for she laughed heartily.

The eagerness with which she followed up these exercises was very delightful; for, to witness the pupil teasing the teacher for more words, furnished a pleasing contrast to the too common scene, where all the work is on one side, and where the coaxing, and scolding, and birchen appliances to boot, often fail to force an idea into the mind in the proper shape. But Laura is always ready for a lesson, and generally has prepared, beforehand, a number of questions to put to her teacher; for instance, when she was learning past tenses, she came one morning with fourteen verbs, of which she knew the present form, to ask for the imperfect.

The most recent exercises have been upon those words which require attention to one's own mental operations, such as *remember, forget, expect, hope*, etc. Greater difficulties have been experienced in these than in her former lessons; but they have been so far surmounted that she uses many words of this kind, with a correct perception of their meaning.

The day after her first lesson on the words *I remember*,

and *I forget*, this memorandum was made of her second lesson on the same words: Q. — "What do you remember you did do last Sunday?" Ans. — "*I remember not to go to meeting*," meaning that she did not go to meeting. "What do you remember you did do on Monday?" Ans — "*To walk in streets, on snow.*" This was correct. Q. — "What do you remember you did do in vacation?" Ans. — "*What is vacation?*" This was a new word to her; she had been accustomed to say, "*When is no school*," or "*When girls go home.*" The word being explained, she said, "*I remember to go to Halifax;*" meaning that she did go to Halifax, which was true. Q. — "What do you remember you did in vacation before?" Ans. — "*To play with Olive, Maria, and Lydia;*" these were the girls who had been her companions.

Wishing to make her use the word *forget*, I pushed the questions back to periods which she could not recall. I said, "What did you do when you were a little baby?" she replied, laughing, "*I did cry*," and made the sign of tears running down her cheeks. "What did you *say?*" (no answer); "did you talk with fingers?" "*No*" (very decidedly). "Did you talk with mouth?" (a pause). "What did you say with mouth?" "*I forget.*" I then quickly let her know that this was the proper word, and of the same force as, "I do not remember."

Thinking this to be a good opportunity of testing her recollection of her infancy, many questions were put to her; but all that could be learned satisfactorily was, that she could recollect lying on her back, and in her mother's arms, and having medicines poured down her throat; or, in her own words, "*I remember mother to give me medicines*," — making the signs of lying down, and of pouring liquids down the throat.

It was not until after she had learned a few words of this kind that it was possible to carry her mind backwards to her infancy; and, to the best of my judgment, she has

no recollection of any earlier period than the long and painful illness in which she lost her senses. She seems to have no recollection of any words of prattle which she might have learned in the short respite which she enjoyed from bodily suffering.

Her idea of oral conversation, it seems to me, is, that people make signs with the mouth and lips, as she does with her fingers. Thus far, her progress in the acquisition of language has been such as one would infer, *a priori*, from philosophical considerations; and the successive steps have been nearly such as Monboddo supposed were taken by savages in the formation of their language. But it shows clearly how valuable language is, not only for the *expression* of thought, but for aiding mental development, and exercising the higher intellectual faculties.

When Laura first began to use words, she evidently had no idea of any other use than to express the individual existence of things, as book, spoon, etc. The sense of touch had of course given her an idea of their existence, and of their individual characteristics, but one would suppose that specific differences would have been suggested to her also; that is, that, in feeling of many books, spoons, etc., she would have reflected that some were large, some small, some heavy, some light, and been ready to use words expressive of the specific or generic character. But it would seem not to have been so, and her first use of the words great, small, heavy, etc., was to express merely individual peculiarities; *great book* was to her the double name of a particular book; *heavy stone* was one particular stone; she did not consider these terms as expressive of *substantive* specific differences, or any differences of quality; the words *great* and *heavy* were not considered abstractly, as the name of a general quality, but they were blended in her mind with the name of the objects in which they existed. At least, such seemed to me to be the case, and it was not

until some time after that the habit of abstraction enabled her to apply words of generic signification in their proper way.

This view is confirmed by the fact, that, when she learned that persons had both individual and family names, she supposed that the same rule must apply to inanimate things, and asked earnestly what was the other name for chair, table, etc.

Several of the instances which have been quoted will show her disposition to form her words by rule, and to admit of no exceptions; having learned to form the plurals by adding *s*, the imperfect by adding *ed*, etc., she would apply this to every new noun or verb; consequently, the difficulty hitherto has been greater, and her progress slower, than it will be, for she has mastered the most common words, and these seem to be the ones that have been most broken up by the rough colloquial usage of unlettered people.

The notice of her intellectual progress has thus far related to her acquisition of language, and this, to her, was the principal occupation; other children learn language by mere imitation and without effort; she has to ask, by a slow method, the name of every new thing; other children use words which they do not understand, but she wishes to know the force of every expression. Her knowledge of language, however, is no criterion of her knowledge of things, nor has she been taught mere words. She is like a child placed in a foreign country, where one or two persons only know her language, and she is constantly asking of them the names of the objects around her.

The moral qualities of her nature have also developed themselves more clearly. She is remarkably correct in her deportment, and few children of her age evince so much sense of propriety in regard to appearance. Never, by any possibility, is she seen out of her room with her dress dis-

ordered; and if by chance any spot of dirt is pointed out to her on her person, or any little rent in her dress, she discovers a sense of shame, and hastens to remove it. She is never discovered in an attitude or an action at which the most fastidious would revolt, but is remarkable for neatness, order and propriety.

There is one fact which is hard to explain in any way; it is the difference of her deportment to persons of different sex. This was observable when she was only seven years old. She is very affectionate, and, when with her friends of her own sex, she is constantly clinging to them, and often kissing and caressing them; and when she meets with strange ladies, she very soon becomes familiar, examines very freely their dress, and readily allows them to caress her. But with those of the other sex it is entirely different, and she repels every approach to familiarity. She is attached, indeed, to some, and is fond of being with them; but she will not sit upon their knee, for instance, or allow them to take her round the waist, or submit to those innocent familiarities which it is common to take with children of her age.

This circumstance will be variously explained by those who have formed theories on the subject; and the inference from it, of a natural feeling of delicacy, will be opposed by some with the fact of the want of delicacy in savages. It will be denied, too, by those who have arrived at that extreme of refinement which seems to approach the primitive state; who choose that dress shall not be covering, even in promiscuous assemblies; and who there shrink not from the dizzying dance, in which

> "Round all the confines of the yielded waist,
> The strangest hand may wander, undisplaced."

But, against the evidence unfavorable to its existence, which is to be drawn from customs, whether of savage life, or of

the *haut-ton*, may be opposed that of this unsophisticated child of nature, *valeat quantum*.

The fact is merely noticed for the consideration of others; its opposite should have been as unhesitatingly announced, had it existed.

She seems to have, also, a remarkable degree of conscientiousness for one of her age; she respects the rights of others, and will insist upon her own.

She is fond of acquiring property, and seems to have an idea of ownership of things which she has long since laid aside, and no longer uses. She has never been known to take anything belonging to another; and never, but in one or two instances, to tell a falsehood, and then only under strong temptation. Great care, indeed, has been taken, not to terrify her by punishment, or to make it so severe as to tempt her to avoid it by duplicity, as children so often do.

When she has done wrong, her teacher lets her know that she is grieved, and the tender nature of the child is shown by the ready tears of contrition, and the earnest assurances of amendment, with which she strives to comfort those whom she has pained. When she has done anything wrong, and grieved her teacher, she does not strive to conceal it from her little companions, but communicates it to them, tells them "*it is wrong*," and says, "*Doctor cannot love wrong girl.*"

When she has any nice thing given to her, she is particularly desirous that those who happen to be ill, or in any way afflicted, should share with her, although they may not be those whom she in other circumstances particularly loves; nay, even if it be one whom she dislikes. She loves to be employed in attending the sick, and is most assiduous in her simple attentions, and tender and endearing in her demeanor.

It has been remarked, in former reports, that she can distinguish different degrees of intellect in others, and that she

soon regarded almost with contempt a new-comer, when, after a few days, she discovered her weakness of mind. This unamiable part of her character has been more strongly developed during the past year. She chooses for her friends and companions those children who are intelligent, and can talk best with her; and she evidently dislikes to be with those who are deficient in intellect, unless, indeed, she can make them serve her purposes, which she is evidently inclined to do. She takes advantage of them, and makes them wait upon her, in a manner that she knows she could not exact of others; and in various ways she shows her Anglo-Saxon blood.

She is fond of having other children noticed and caressed by the teachers, and those whom she respects; but this must not be carried too far, or she becomes jealous. She wants to have her share, which, if not the lion's, is the greater part; and, if she does not get it, she says, "*My mother will love me.*"

Her tendency to imitation is so strong, that it leads her to actions which must be entirely incomprehensible to her, and which can give her no other pleasure than the gratification of an internal faculty. She has been known to sit for half an hour, holding a book before her sightless eyes, and moving her lips, as she has observed seeing people do when reading.

She one day pretended that her doll was sick, and went through all the motions of tending it, and giving it medicine; she then put it carefully in bed, and placed a bottle of hot water to its feet, laughing all the time most heartily. When I came home, she insisted upon my going to see it, and feel its pulse; and when I told her to put a blister to its back, she seemed to enjoy it amazingly, and almost screamed with delight.

Her social feelings and her affections are very strong; and when she is sitting at work, or at her studies, by the side

of one of her little friends, she will break off from her task every few moments, to hug and kiss her with an earnestness and warmth which is touching to behold.

When left alone, she occupies and apparently amuses herself, and seems quite contented; and so strong seems to be the natural tendency of thought to put on the garb of language, that she often soliloquizes in the *finger language*, slow and tedious as it is. But it is only when alone that she is quiet; for, if she becomes sensible of the presence of any persons near her, she is restless until she can sit close beside them, hold their hand, and converse with them by signs.

She does not cry from vexation and disappointment, like other children, but only from grief. If she receives a blow by accident, or hurts herself, she laughs and jumps about, as if trying to drown the pain by muscular action. If the pain is severe, she does not go to her teachers or companions for sympathy, but, on the contrary, tries to get away by herself, and then seems to give vent to a feeling of spite, by throwing herself about violently, and roughly handling whatever she gets hold of. Twice only have tears been drawn from her by the severity of pain, and then she ran away, as if ashamed of crying for an accidental injury. But the fountain of her tears is by no means dried up, as is seen when her companions are in pain, or her teacher is grieved.

In her intellectual character, it is pleasing to observe an insatiable thirst for knowledge, and a quick perception of the relations of things. In her moral character, it is beautiful to behold her continual gladness, her keen enjoyment of existence, her expansive love, her unhesitating confidence, her sympathy with suffering, her conscientiousness, truthfulness and hopefulness.

No religious feeling, properly so called, has developed itself, nor is it yet time, perhaps, to look for it; but she

has shown a disposition to respect those who have power and knowledge, and to love those who have goodness; and, when her perceptive faculties shall have taken cognizance of the operations of nature, and she shall be accustomed to trace effects to their causes, then may her veneration be turned to Him who is almighty, her respect to Him who is omniscient, and her love to Him who is all goodness and love! Until then, I shall not deem it wise, by premature effort, to incur the risk of giving her ideas of God which would be alike unworthy of his character, and fatal to her peace. I should fear that she might personify him in a way too common with children, who clothe him with unworthy and sometimes grotesque attributes, which their subsequently developed reason condemns, but strives in vain to correct.

I have thus far confined myself to relating the various phenomena* which this remarkable case presents. I have related the facts, and each one will make his own deductions. But, as I am almost invariably questioned by intelligent visitors of the institution about my opinion of her moral nature, and by what theory I can account for such and such phenomena, and as many pious people have questioned me respecting her religious nature, I will here state my views.

There seems to have been in this child no innate ideas, or innate moral principles; that is, in the sense which Locke, Condillac and others, consider those terms. But there are innate intellectual *dispositions*, and, moreover, innate *moral dispositions*, not derived, as many metaphysicians suppose, from the exercise of intellectual faculties, but as independent in their existence as the intellectual dispositions themselves. I shall be easily understood when I speak of innate

* I have purposely refrained from saying anything at this time with regard to her ideas of death; also of some other subjects, which I reserve until more accurate observations can be made.

dispositions, in contradistinction to innate ideas, by those who are at all conversant with metaphysics; but, as this case excites peculiar interest, even among children, I may be excused for explaining.

We have no innate ideas of color, of distance, etc.; were we blind, we never could conceive the idea of color, nor understand how light and shade could give knowledge of distance. But we might have the innate disposition, or internal adaptation, which enables us to perceive color, and to judge of distance; and, were the organ of sight suddenly to be restored to healthy action, we should gradually understand the natural language, so to call it, of light, and soon be able to judge of distance, by reason of *our innate disposition or capacity*.

So much for an intellectual perception. As an example of a moral perception, it may be supposed, for instance, that we have no innate idea of God, but that we have an innate disposition, or adaptation, not only to recognize, but to adore him; and, when the idea of a God is presented, we embrace it, because we have that internal adaptation which enables us to do so.

If the idea of a God were innate, it would be universal and identical, and not the consequential effect of the exercise of causality; it would be impossible to present him under different aspects. He would not be regarded as Jupiter, Jehovah, Brahma; we could not make different people clothe him with different attributes, any more than we can make them consider two and two to make three, or five, or any thing but four.

But, on the other hand, if we had no *innate disposition* to receive the idea of a God, then could we never have conceived one, any more than we can conceive of time without a beginning; then would the most incontrovertible evidence to man of God's existence have been wanting, — viz., the internal evidence of his own nature.

Now, it does appear to me very evident, from the phenomena manifested in Laura's case, that she has innate moral dispositions and tendencies, which, though developed subsequently (in the order of time) to her intellectual faculties, are not dependent upon them, nor are they manifested with a force proportionate to that of her intellect.

According to Locke's theory, the moral qualities and faculties of this child should be limited in proportion to the limitation of her senses; for he derives moral principles from intellectual dispositions, which alone he considers to be innate. He thinks moral principles must be *proved*, and can only be so by an exercised intellect.

Now, the *sensations* of Laura are very limited; acute as is her touch, and constant as is her exercise of it, how vastly does she fall behind others of her age in the amount of sensations which she experiences; how limited is the range of her thought, how infantile is she in the exercise of her intellect! But her moral qualities, her moral sense, are remarkably acute; few children are so affectionate or so scrupulously conscientious, few are so sensible of their own rights or regardful of the rights of others.

Can any one suppose, then, that, without innate moral dispositions, such effects could have been produced solely by moral lessons? For, even if such lessons could have been given to her, would they not have been seed sown upon barren ground? Her moral sense and her conscientiousness seem not at all dependent upon any intellectual perception. They are not perceived, indeed, nor understood, — they are *felt;* and she may feel them even more strongly than most adults.

These observations will furnish an answer to another question, which is frequently put concerning Laura: Can she be taught the existence of God, her dependence upon and her obligations to him?

The answer may be inferred from what has gone before; that, if there exists in her mind (and who can doubt that

there does) the innate capacity for the perception of this great truth, it can probably be developed, and become an object of intellectual perception, and of firm belief. I trust, too, that she can be made to conceive of future existence, and to lean upon the hope of it, as an anchor to her soul in those hours when sickness and approaching death shall arouse to fearful activity the instinctive love of life, which is possessed by her in common with all. But, to effect this, — to furnish her with a guide through life, and a support in death, much is to be done, and much is to be avoided.

None but those who have seen her engaged in the task, and have witnessed the difficulty of teaching her the meaning of such words as *remember*, *hope*, *forget*, *expect*, will conceive the difficulties in her way; but they, too, have seen her unconquerable resolution, and her unquenchable thirst for knowledge; and they will not condemn as visionary such pleasing anticipations.

I hope that funds will be provided to enable me to procure some intellectual person who will devote her whole time to Laura, and that I shall not be obliged to depend so much upon those who have other duties. Hitherto, the plan of her education has been most faithfully seconded by the teachers of the institution, to whom great credit is due; especially to Miss Drew, whose unwearied patience and ever-watchful kindness are the more meritorious, because their value can never be conceived by their unfortunate object.

By her teachers, then, and by all concerned, the attempt to develop the whole nature of this interesting being will be continued with all the zeal which affection can inspire; it will be continued, too, with a full reliance upon the innate powers of the human soul; and with an humble confidence that it will have the blessing of Him who hears even the young ravens when they cry.

All of which is respectfully submitted,

SAM'L G. HOWE.

[Extract from Dr. Howe's Report for the year 1841.]

APPENDIX A.

GENTLEMEN: — This interesting child has continued through the past year to make rapid progress in the acquisition of knowledge. She seems, indeed, to advance in a geometrical ratio, for every step which she takes aids her in that which is to follow. She has now become so well acquainted with language that she can comprehend and use all the parts of speech; and, although her vocabulary is still very small, it is so perfectly familiar as to be to her exactly what speech is to others, — the vehicle for thought. She labored for a long time under a difficulty like that experienced by persons learning a foreign language; she had to make an effort to recall the sign with which she was to associate an idea; but now the association is not only spontaneous and immediate, but, as with others, apparently necessary. As, when we see an object, — a house, or a dog, — we invariably think of the words *house*, *dog* — so everything with which Laura comes in contact is instantly suggestive of its name in her finger language.

Moreover, every thought that flashes through our minds is so intimately associated with language as to seem inseparable from it; for, although it is true that we do not always embody the thought in language, yet we think of the words; and, when we are intently engaged or interested, then we are apt to express the emotion by an audible sign, — by words. A person looking earnestly for anything that is lost, on suddenly finding it, will think of the words, "I've found it," or "Here it is," or "How glad I am!" and perhaps he will utter them aloud. So, with Laura, I doubt not that every thought instantly and spontaneously suggests the finger language — the signs with which it is associated; for, if she be intently engaged by herself, her

fingers are moving, and, as it were, mechanically forming the letters, though so swift and fleeting are the motions that no eye can trace them. I have often arrested her when thus soliloquizing, and asked her to tell me distinctly what she had been saying to herself; and she has laughed, and sometimes said, "*I cannot remember;*" at other times, by a strong mental effort, she has recalled the fleeting thoughts, and repeated them slowly. Visitors are sometimes amazed that her teachers can read the words as she forms them on her fingers; for, so swift and varied are the motions, that they can see them only as they see indistinctly the spokes of a wheel in rapid motion; but, as by increase of motion, these separate spokes disappear, or are seen but as one, so do the motions of Laura's fingers, when she is talking rapidly to herself, become confused and illegible even to those most conversant with them.

Another proof of the spontaneous connection between her thoughts and these arbitrary signs is the fact that, when asleep, and disturbed by dreams, her fingers are at work, and doubtless uttering her thoughts irregularly, as we murmur them indistinctly in broken slumbers.

Some philosophers have supposed that speech, or the utterance of thought by vocal signs, was a human invention, — a selection by man's wisdom of this particular form of communicating thought, in preference to any other form, as that of motions of the hand, fingers, etc.; and they suppose that a community might be formed with a valuable language, and yet without an audible sound. The phenomena presented by deaf mutes, however, contradict this supposition, if I rightly understand them. So strong seems the tendency to utter vocal sounds, that Laura uses them for different persons of her acquaintance whom she meets, having a distinct sound for each one. When, after a short absence, she goes into the sitting room, where there are a dozen blind girls, she embraces them by turns, uttering

rapidly, and in a high key, the peculiar sound which designates each one; and so different are they, that any of the blind girls can tell whom she is with. Now, if she were talking about these very girls to a third person, she would make the sign for them on her fingers without hesitation; yet I am inclined to believe that the thought of their vocal sign occurs first, and is translated, as it were, into the finger language, because when she is alone she sometimes utters these sounds or names of persons. She said to me, in answer to a question why she uttered a certain sound rather than spelled the name, "*I think of Jennette's noise, — many times, when I think how she give me good things; I do not think to spell her name.*" At another time, hearing her, in the next room, make the peculiar sound for Jennette, I hastened to her, and asked her why she made it; she said, "*Because I think how she do love me much, and I love her very much.*"

This is not inconsistent with the opinion which I advanced at first, — that she associates her thought *immediately* with finger language; it only shows that the natural tendency of the human mind is to express thought by some kind of symbol; that audible signs by the vocal organs are the first that suggest themselves; but that, where this avenue is blocked up, the natural tendency or inclination will be gratified in some other way.

I do not doubt that I could have trained Laura to express her thoughts, to a considerable extent, by vocal signs; but it would have been a most rude and imperfect language; it would have been indeed a foolish attempt to do, in a few years, what it took the human race generations and ages to effect.

Some persons, who are familiar with teaching the deaf mutes, have expressed their opinion that Laura already uses language with greater precision than children who have about the same degree of knowledge, but who are merely

deaf and dumb. I believe this is true; and it confirms what I think might be inferred *a priori;* viz., that the finger language should be used as much as possible in teaching the mutes, rather than the natural signs, or pantomime. I am aware that I am treading on delicate ground; that the subject involves very nice metaphysical considerations, and has an important bearing upon the whole subject of deaf mute instruction, of which I by no means pretend to be a competent judge; nevertheless, I trust I shall not be deemed presumptuous, if I throw out such thoughts as Laura's case has suggested, in the hope that they may be of some service to others.

The language of natural signs is swift in the conveyance of meaning; a glance or a gesture will transmit thought with lightning-like speed, that leaves spoken language a laggard behind. It is susceptible, too, of great improvement, and, when highly cultivated, can express almost every variety of the actor's thought, and call up every emotion in the beholder's mind; it is like man in his wild state, — simple, active, strong, and wielding a club; but spoken language, subtle, flexible, minute, precise, is a thousand times more efficient and perfect instrument for thought; it is like civilized man, — adroit, accomplished, well-trained, and armed with a rapier.

But it is too late to discuss the comparative merit of vocal language, and the language of natural signs, or pantomime; all the world, except the deaf mutes, use the first; the mutes are clearly in the minority, and must yield; the majority will not talk to them in the language of natural signs; they must, therefore, make themselves as familiar as possible with arbitrary language, in order to commune with other minds; and to enable them to have this familiar communion, is, I believe, the principal object aimed at in all good schools for the deaf and dumb. But I understand that the educated deaf mutes, generally, are

little disposed to talk in alphabetic language; that there are very few of them who, after they leave school, make much use of it; and that moreover, they are not fond of reading, although they have learned to read, and understand what they read, pretty well; they prefer to use the natural signs as a medium for the reception and communication of thought, *because they are most intimately associated with, and suggested by, the thought.* If a deaf mute wishes to say to you, "*He is my friend,*" he hooks his two fingers together; the thought of his friend instantly and spontaneously connects itself with this sign; and if he is obliged to express it to you, he can do so only by *translating* this sign into the finger language, and spelling the words, "*He is my friend.*" Now, it seems to me both feasible and desirable to make the finger language so familiar to him, so perfectly vernacular, that his thoughts will spontaneously clothe themselves in it. Why are words in the finger language so familiarly connected with thought by Laura Bridgman? Because she could use but few natural signs, or but little pantomime; and she has been prevented by her teachers from using even that little, so that the current of her thoughts, forced in a different direction, has worn for itself a channel, in which it flows naturally and smoothly.

Common children learn a spoken language from their mothers, brothers and sisters, and companions; and it becomes their vernacular. They go to school, and learn to substitute for these audible signs certain printed characters, so that, when they see them, they shall suggest the audible signs, — that is, they learn to read; but they never read with pleasure until the sight of the printed words suggests easily, and without effort, the audible signs. Persons who have learned to read, late in life, or who are little accustomed to read, pronounce every word aloud as they go along; if they are a little familiar with reading, they merely move the lips without uttering the audible signs; and it is only when very

familiar with the mechanical process that the eye glances along the page, and the mind takes in the sense rapidly; but even then it is doubtful if the sight of a word, for instance, *horse*, does not immediately suggest the audible sound, rather than the picture of the animal. At any rate, it is very important that a familiar use of the written signs of audible sounds should be had early in life, in order that reading may be pleasant or profitable afterwards.

Deaf mute children, of their own accord, make a few natural signs; they learn some others from imitation, and thus form a rude language, which, on going to school, is amplified and systematized, and which is used with their companions and teachers, until it becomes their vernacular. They learn, at the same time, to use common language in their classes; that is, they learn to read, to write, and to make sentences by spelling words with their fingers; *but this does not come to them vernacular;* they are like seeing children learning a foreign language; they read, write, and speak in it to their teacher, but the moment they are out of school they resort to the language of natural signs, — of pantomime. When they go away from school, they will not speak in the arbitrary language of signs any more than common children will speak in French, when they can make themselves understood by others; they will not read common books any more than other children, imperfectly acquainted with French, will read in French books. Now, as, to oblige a common child to learn French, I would place him in circumstances where he would be required to use it continually, so I would place the dumb child in such circumstances that he would be obliged to use the finger alphabet, writing and reading, until the language should become to him *vernacular;* until the thought of a *horse*, for instance, should instantly be associated in his mind, not with the motion of his two fore-fingers imitating the ears of the animal, but with the word *horse*. Laura has been thus placed by nature;

were she only deaf and dumb, she would acquire by imitation the natural signs used by others, and use them herself; but, being blind, she cannot see them, and her teachers carefully abstain from giving her any.

Doubtless, had she not come so early under instruction, she would have formed a number of natural signs; and probably these would have been an obstacle to her progress in learning arbitrary signs. Her little companion in misfortune, Oliver Caswell, was twelve years old when he came under instruction; he had begun to use natural signs; and it is pretty clear that the possession of them, by enabling him to express a few of his wants, lessens his eagerness to acquire the arbitrary signs by which Laura expresses so clearly her thoughts. He, however, begins to perceive the usefulness of the arbitrary signs, and is every day asking of Laura, and of others, the names of things.

I shall first give an account of what may be called her physical condition, and its attendant phenomena. She has had almost uninterrupted health, and has grown in stature and strength. She is now tall of her age, well-proportioned, and very strong and active. The acuteness of her touch, and of the sense of feeling generally, has increased sensibly during the last year. She can perceive when any one touches a piano in the same room with her; she says, "*Sound comes through the floor to my feet, and up to my head.*" She recognizes her friends by the slightest touch of their hands, or of their dress. For instance, she never fails to notice when I have changed my coat, though it be for one of the same cut, color, and cloth; if it is only a little more or less worn than the usual one, she perceives it, and asks, "*Why?*" It would appear that in these perceptions she employs not only the sense of touch, but derives great assistance from what Brown would call a sixth sense; viz., the sense of muscular resistance. Aided by both of these, she has acquired surprising facility in ascertaining

the situation and relation of things around her. Especially is it curious to see how accurate is her perception of the direction or bearing of objects from her; for by much practice and observation she has attained, to some extent, what the bee and some other insects have in such perfection by instinct, — the power of going straight toward a given point, without any guide or landmark. For instance, when she is told to go from any part of the room to a particular door or window, she goes directly and confidently on, not groping, or feeling the walls; she stops at the right instant, raises her hand in the right direction, and places it upon the door-knob, or whatever point she may have aimed at. Of course it is not supposed that she can exercise this power when she is in a new place, but that she has attained great facility in ascertaining her actual position in regard to external things.

I am inclined to think that this power is much more common than is usually supposed, and that man has the desire and the capacity of knowing all the relations of *outness* (to use a word of Berkeley) so strongly marked as almost to deserve the name of a primitive faculty. The first impulse, on waking in the morning, is to ascertain where we are; and, although the effort to ascertain it may not be apparent in common cases, yet, let a person be turned round when he is asleep, and see how instantaneously on waking he looks about to ascertain his position; or, if he is lying awake in the dark, and his bed should be turned round, see how difficult it would be for him to go to sleep without stretching out his hand to feel the wall, or something by which the desire in question may be gratified. Swing a boy round till he is dizzy; look at a girl stopping giddy from the waltz, or a person who has been playing blind man's buff, and has just raised the handkerchief, and mark how, by holding the head, as if to steady it, and eagerly looking around, the first and involuntary effort of each one is to ascertain the relations of *outness*. If it

has ever occurred to the reader to fall asleep lying on his back, with his arms crossed under his head, and to have them *get asleep*, or become benumbed, he will recollect his consternation on waking, at the thought that his arms were cut off; and his strange sensation, when by a violent effort he has raised himself, and the two limbs fall dead and lead-like upon his thighs; that sensation, then, confined to the arms, if extended all over the body, would be the one we should have if the nerves upon the surface of the body gave us no impression in regard to external things, even of the atmosphere. Who could be easy a moment if he had no notion of what he was sitting or standing upon, or any perception or idea of being supported and surrounded by material objects!

Laura (or any blind child), if taken up in a person's arms, carried into a strange room, and placed in a chair, could not resist the inclination to stretch out her hands, and ascertain, by feeling, the relations of space and objects about her. In walking in the streets, she endeavors to learn all she can of the nature of the ground she is treading on; but she gives herself up generally to her leader, clinging very closely to her. I have sometimes, in play, or to note the effect, suddenly dropped her hand, when she was in a strange place, and started out of her reach, at which she manifested, not fear, but bewilderment and perplexity.

I have said she measures distances very accurately; and this she seems to do principally by the aid of what Brown calls the sixth sense, or muscular contraction, and perhaps by that faculty to which I have alluded above, by which we attend to the relations of *outness*. When we ascend a flight of steps, for instance, we measure several steps with the eye; but, once having got the gauge of them, we go up without looking, measure the distance which we are to raise the foot, even to the sixteenth of an inch, by the sense of contraction of the muscles; and that we measure accurately, is proved when we come to a step that is but a trifle higher or lower than the rest, in which case we stumble.

I have tried to ascertain her mode of estimating distance, length, etc., by drawing smooth, hard substances through her hand. When a cane, for instance, is thus drawn through her hand, she says it is long or short, *somewhat* according as it is moved with more or less rapidity, — that is, according to the *duration of the impression;* * but I am inclined to think she gets some idea of the rapidity of the motion even of the smoothest substances, and modifies her judgment thereby.

I have tried to excite the dormant senses, or to create impressions upon the brain, which resemble sensations, by electricity and galvanism, but with only partial success. When a galvanic circuit is made by pressing one piece of metal against the mucuous membrane of the nose, and another against the tongue, the nerves of taste are affected, and she says it is like medicine.

The subject of dreaming has been attended to, with a view to ascertain whether there is any spontaneous activity of the brain, or any part of it, which would give her sensations resembling those arising from the action of light, sound, etc., upon other persons; but, as yet, without obtaining positive evidence that there is any. Further inquiry, when she is more capable of talking on intellectual subjects, may change this opinion; but now it seems to me that her dreams are only the spontaneous production of sensations similar to those which she experiences while awake (whether preceded or accompanied by any cerebral action, cannot be known). She often relates her dreams, and says, "*I dreamed to talk*" with a person, "*to walk with one*," etc. If asked whether she talked with her mouth, she says, "*No*," very emphatically; "*I do not dream to talk with mouth; I dream to talk with fingers.*" Neither does she ever dream of *seeing* persons, but only of meeting them in

* Brown seems satisfied by saying, in explanation of many similar phenomena, that we judge of length by the duration *in time* of successive sensations; but he only gets down from the elephant to the tortoise; for he is by no means successful in explaining how we get an idea of lapse of time.

her usual way. She came to me, the other morning, with a disturbed look, and said, "*I cried much in the night because I did dream you said good-bye to go away over the water.*" In a word, her dreams seem, as ours do, to be the result of the spontaneous activity of the different mental faculties producing sensations similar in kind to our waking ones, but without order or congruity, because uncontrolled by the will.

Experiments have been tried, so far as they were deemed perfectly innocent and unobjectionable, to ascertain whether strong magnets, magnetic tractors, or animal magnetism, have any effect upon her, but without any apparent result. These are all the physical phenomena which occur to me as worthy of note.

In the development of her intellectual powers, and in the acquisition of knowledge, not only of language, but of external things and their relations, I think she has made great progress. The principal labor has, of course, been upon the mere vehicle of thought, — language; and if, as has been remarked, it is well for children that they do not know what a task is before them when they begin to learn language (for their hearts would sink within them at the thought of forty thousand unknown signs of unknown things which they are to learn), how much more strongly does the remark apply to Laura? They hear these words on every side, at every moment, and learn them without effort; they see them in books, and every day scores of them are recorded in their minds. The mountain of their difficulty vanishes fast, and they finish their labor, thinking, in the innocence of their hearts, that it is only play; but she, poor thing! in darkness and silence must attack her mountain, and weigh and measure every grain of which it is composed; and it is a rebuke to those who find so many lions in the path of knowledge, to see how incessantly and devotedly she labors on from morn till night of every day, and laughs as if her task were the pleasantest thing in the world.

But I shall best show to what extent she is acquainted with language, by giving some of her conversations which have been recorded during the last year. She can now converse with any person who knows how to make the letters of the manual alphabet for mutes. Most of the members of our large household, and many of our friends, can do this, so that she has a pretty wide circle of acquaintances. She can read understandingly in very simple introductory books for the blind; and she takes delight in doing so, provided some one is near her to explain the new words, for she will never, as children are often allowed to do, pass over a new word, and guess the meaning from the others, but she is very uneasy, and runs round, shaking her hands until she finds some one to explain it. Discoursing one day with her teacher about animals, she asked, "*Why do dog not live with pig?*" Being told pigs lived in a sty, and were dirty, while dogs loved to be clean, she asked, "*What do make dog clean? When he has washed him, where do he wipe?—on grass?*" She is very curious to know all about animals, and it is necessary to satisfy her upon every point. A hundred conversations like the following might be recorded. After hearing some account of worms, she said, "*Has your mother got some worms?*" No, worms do not live in the house. "*Why?*" They live out of doors that they may get things to eat. "*And to play? Did you see worm?*" Yes. "*Had he eyes?*" Yes. "*Had he ears?*" I did not see any. "*Had he think?*" (touching her forehead). No. "*Does he breathe?*" Yes. "*Much?*" (at the same time putting her hand on her chest, and breathing hard.) No. "(Not) * *when he is tired?*" Not very hard. "*Do worm know you? Is he afraid when hens eat him?*"

* Where I think the reader would not understand her, I have supplied the word necessary to eke out her meaning, always printing such word, however, in Roman letters, so that any one can know the exact words which she did use.

After a visit to a barn, she asked many questions; as, "*Can cow push horse with horns?*" *Do horse and cow sleep in barn? Do horse sit up late?*" Told her that horses did not sit up. She laughed, and said, "*Do horses stand up late?*"

One day her lesson was upon the materials of which knives are made; being told that the handles were of horn, she became very much interested in learning all about horns, their dimensions, use, etc. "*Why do cows have horns?*" said she. Ans. To keep bad cows off when they trouble them. "*Do bad cows know to go away when good cow pushes them?*" After sitting some time in thought, she asked, "*Why do cows hâve two horns?—to push two cows?*" moving her hands in the direction in which she supposed the cows would go when pushed.

Her curiosity is insatiable, and by the cheerful toil and patient labor with which she gleans her scanty harvest of knowledge, she reproves those who having eyes see not, and having ears hear not.

She one day found a blank notice printed in raised letters, running thus: "Sir, thère will be a meeting of trustees," etc. "Yrs. respectfully," etc. She ran eagerly to her teacher, saying, "*What is* SIR, *what is* TRUSTEES, *what is* RESPECTFULLY, *what is* YRS?" The journal says: "I defined *sir* and *yours;* she received my explanation of *sir* without comment; and when I told her *yrs* meant *yours*, she remarked, '*Like thine.*' I could not decide how to explain *respectfully*, but told her she must wait till after dinner. After more thought, I decided it was not best for me to attempt it, and said I would teach her when she was tall, or she might ask the doctor.* She seemed very sad, and said, '*I will ask doctor, for I must know.*'"

When I had been absent from home a month, she was told I should be back in a month more; she said, "*Doctor*

* This teacher had but recently commenced with her.

will not come for four weeks; four weeks and four weeks make eight weeks; he is going to make many schools." She then asked, "*Will there be deaf boys and girls too in the schools? Will the doctor be very tired; does he stay to take care of many little blind girls?*"

Laura is interested in conversation of a general nature; talking of vacation, she made an unusually long sentence: "*I must go to Hanover to see my mother; but no, I shall be very weak to go* [so] *far; I will go to Halifax if I can go with you. If doctor is gone, I think I will go with Jennette;* if doctor is at home, I cannot go, because he does not like to be left alone; and if J— is gone, he cannot mend his clothes and fix all things alone.*"

I commend this sentence, involving, as it does, assertion, negation, time, condition, number, etc., to the attention of those who doubt whether Laura can have a correct notion of language; and especially to the director of a Western State school for the deaf mutes, who took pains, in a public lecture, to say that it was impossible for her to conceive the force of the word IF in a complicated sentence. He considers much of what is told about her as savoring of "*humbug*," and says of it, to use his own tasteful phrase, "Tell this to the marines; the sailors won't believe it."

Let him read the above sentence, and if he still thinks Laura talks like a parrot, let him come and see her, and watch her beaming and changing countenance as the sentences fall from her fingers,† and he will be as glad to retract his uncharitable sentiment as I shall be to forget the discourteous form in which he uttered it.

If this dear child's life should be spared, not only will she be able to comprehend sentences such as he has selected, but to do what is more important, — she will furnish argu-

* My sister.

† It may be remarked here generally, that her teachers are not responsible for the correctness of all the words she uses, since recently she has begun to learn some general conversation.

ment stronger than cold philosophy can bring to refute materialism, and to assert the native power of the human soul which can struggle up against such obstacles, and from such utter darkness, until it sports joyously in the light of knowledge.

She has kept a little diary during the last year, and writes down an account of what she has done, learned, or said, during the day. She writes a legible hand, and some of her remarks are very interesting.

She is fond of writing letters; and the following, which is entirely of her own composition, will give an idea of her style: —

Dear Mrs. Morton, — I was glad to have a letter from you. You were very good to write to me. I want you to write to me soon. Miss Rogers sends her love to you very much. I send love and kiss to you. I am well now. Miss Rogers and Swift are very well. Oliver can talk fast than me do. Laurena is very much better now; she will have standing stool to walk in if she can learn good. Dr. Howe went away and came again. Miss Pilly is sick in her head bad. I do not forget to think of you many times. I walk in street all day to make me well and strong. Miss J— sends her love to you. I told Caroline to come and see you; she would come with me soon in vacation to see you long. All girls and dolls are well. I will write to you again soon. I want to see you very much. I came to Halifax to see you with Miss J. and Swift. I was very glad to know in new words. I do read in books. Miss Rogers teach me about it. Oliver knows all things good. J— bought new two handkerchiefs for me, and she was good. Good bye. LAURA BRIDGMAN.

The following extracts will show her idea about the seat of sensation. "During the lesson to-day, Laura stopped suddenly, and, holding her forehead, said, '*I think very hard; was I baby did I think?*' meaning, when I was a baby did I think," etc. Again, "Laura came to me to-day, saying, '*Doctor will come in fourteen days, I think in my head.*' Asked her

if she did not think in her side and heart. '*No*,' said she, '*I cannot think in heart; I think in head.*' Why? '*I cannot know; all little girls cannot know about heart.*'" When she is disappointed, or a friend is sick, and she is at all sad, she says, "*My heart aches; when heart aches, does blood run?*" She had been told about the blood circulating, but supposed that it did so only when she could feel it. "*Does blood run in my eyes? I cannot feel eyes-blood run.*" One day, when probably her brain was fatigued, she said, "*Why cannot I stop* to think? I cannot help to think all days; do you stop to think? does Harrison stop to think now he is dead?*" This was just after the President's death, an event about which the blind children had talked much among themselves and to Laura.

And here, upon giving what seem to me the child's notions about death, it will be proper to remark that they are less curious and valuable to the psychologist than they would have been had she been more completely isolated. Within the last year she has acquired great facility of conversing with other persons, and of course may have received notions from them. It would have been perfectly easy to isolate her by adopting an arbitrary system of signs, and not teaching it to others; but this would have been great injustice to the child, because the only possible way to make her familiar with language, was constant opportunity of exercising it as fast as she learned it. Now, no teacher could be with her always; and, if she could, a teacher cannot be a child, and Laura craved at times the society of children. Strong, therefore, as was the temptation to improve this rare opportunity of watching the development of mind (for it seemed like looking at mind with a microscope), it was not to be listened to a moment, even though a revelation of the whole arcana of thought were to have been the reward. Great caution, however, has been used with regard to the manner

* Why cannot I cease thinking? I cannot help thinking all the time.

of her intercourse with others, and to the persons also. Latterly she has shown much less desire to be with children than when she could use only a few words, and when she delighted to frolic and romp with them. She will now sit quietly alone by the hour, writing or sewing, and occasionally indulging in a soliloquy, or an imaginary dialogue.

But, to return to her notion of death, which leads us rather from the intellectual to the moral part of her nature. The attachment to life is such a strong and universal feeling, that, if anything deserves the name of an innate sense, this certainly does. It acts, however, instinctively and blindly, and, I doubt not, influences Laura's feelings, and causes her to shrink from anything which may alarm her love of existence by suggesting that it may cease. It appears she had been carried to a funeral, before she came here, though I never could obtain any satisfactory account from any one, of the impression it made upon her; indeed, it was impossible then to do anything more than guess, from her appearance, what was passing in her mind. She can now herself describe the feeling that then agitated her on touching for the first time a corpse. She was acquainted with two little girls, sisters, in Cambridge; Adeline and Elizabeth. Adeline died during the year before last. Not long since, in giving her a lesson in geography, her teacher began to describe Cambridge; the mention of Cambridge called up a new subject, and she asked, "*Did you see Adeline in box?*" I answered, Yes. "*She was very cold, and not smooth; ground made her rough.*" I tried to change the subject here, but it was in vain. She wished to know how long the box was, etc. She said "*Drew told me about Adeline; did she feel? did Elizabeth cry and feel sick? I did not cry because I did not think much about it.*" She then drew in her hands shudderingly, as if cold. I asked her what was the matter. She said, "*I thought about* (how) *I was afraid to feel of dead man before I came here, when I*

was a very little girl with my mother; I felt of dead head's eyes and nose; I thought it was man's; I did not know." Now, it is impossible that any one could have said anything to her on the subject; she could not know whether the state the man was in was temporary or lasting; she knew only that there was a human being, once moving and breathing like herself, but now confined in a coffin, cold, and still, and stiff, — in a state which she could not comprehend, but which nature made her recoil from.

During the past year she all at once refused to eat meat, and, being asked why, she said, "*Because it is dead.*" I pushed the inquiry, and found she had been in the kitchen, and felt of a dead turkey, from which she suddenly recoiled. She continued disinclined to eat flesh for some weeks, but gradually she came to her appetite again; and now, although she understands that fowls, sheep, calves, etc., are killed to furnish meat, she eats it with relish.

Thus it appears that, like other human beings, she has that instinctive attachment to life which is necessary to its preservation, and which makes her shrink from anything that reminds her of its possible extinction, without, nevertheless, its being so strong as seriously to mar her enjoyment of existence.

I mentioned some circumstances in my last report which made me infer her native modesty; and, although such a supposition seems to some unphilosophical, I can only say that careful observation during the past year corroborates the opinion then advanced. Nor have I any difficulty in supposing that there is this innate tendency to purity; but, on the contrary, I think it forms an important and beautiful element of humanity, the natural course of which is towards that state of refinement, in which, while the animal appetites shall work out their own ends, they shall all of them be stripped of their grossness, and, clad in garments of purity, contribute to the perfection of a race made in God's own image.

Laura is still so young, and her physical development is yet so imperfect, — she is so childlike in appearance and action, that it is impossible to suppose she has yet any idea of sex; nevertheless, no young lady can be more modest and proper in dress and demeanor than she is. It has been suggested, that, as her father was obliged, when she was young, to coerce her to many things which she was disinclined to do, she may have conceived a fear for every one in man's dress. But, on the other hand, she was much accustomed, from childhood, to the society of a simple, kind-hearted man, who loved her tenderly, and with whom she was perfectly familiar; it was not, therefore, the dress which affected her.

I may add, moreover, that, from the time she came here, she has never been accustomed to be in company with any man but myself; and that I have, in view of the future, very carefully refrained from even those endearing caresses which are naturally bestowed upon a child of eight years old, to whom one is tenderly attached. But this will not account for such facts as the following. During the last year, she received from a lady a present of a beautifully dressed doll, with a bed, bed-clothes, and chamber furniture of all kinds. Never was a child happier than she was; and a long time passed in examining and admiring the wardrobe and furniture. The washstand was arranged, towels were folded, the bureau was put in place, the linen was deposited in the tiny drawers; at last the bed was nicely made, the pillows smoothed, the top sheet turned trimly over, and the bed half opened, as if coquettishly inviting Miss Dolly to come in; but here Laura began to hesitate, and kept coming to my chair to see if I was still in the room, and going away again, laughing, when she found me. At last I went out, and as soon as she perceived the jar of the shutting door, she commenced undressing the doll, and putting it to bed, eagerly desiring her teacher (a lady) to admire the operation.

She, as I said, is not familiarly acquainted with any man but myself. When she meets with one, she shrinks back coyly; though, if the person be a lady, she is familiar, and will receive and return caresses; nevertheless, she has no manner of fear or awe of me. She plays with me as she would with a girl. Hardly a day passes without a game at romps between us; yet never, even by inadvertence, does she transgress the most scrupulous propriety, and would as instinctively and promptly correct any derangement of her dress as a girl of fourteen, trained to the strictest decorum. Perceiving, one day, that I kissed a little girl much younger than herself, she noticed it, and stood thinking a moment, and then asked me gravely, "*Why did you kiss Rebecca?*" and some hours after she asked the same question again.

She had heard much about little Oliver Caswell, the deaf and blind boy, before he came, and was very desirous to know him. During their first interview, after she became a little familiar and playful, she suddenly snatched a kiss,—but drew back as quick as lightning, and by the expression of her countenance, and a little confusion of manner, showed that by a hasty impulse she had done something of the propriety of which she was doubtful. This is the only instance in which I have known her to show the sense of shame, or to have any occasion to show it, even if this can be considered as one.

The development of her moral nature during the past year has been such as her previous sweetness of temper, benevolence and truthfulness led me to expect. The different traits of character have unfolded themselves successively, as pure and spotless as the petals of a rose; and, in every action unbiased by extraneous influence, she "gravitates toward the right" as naturally as a stone falls to the ground. Two or three instances are recorded in her teacher's journal of apparent unkindness on Laura's part to other children, and one instance of some ill-temper to a grown

person; but so contradictory are they to the whole tenor of her character and conduct, that I must infer either a misunderstanding of her motives by others, or ill-judged conduct on their part. For instance, her teacher says, July 2, a complaint was entered against Laura that she pinched Lucy and made her cry. I talked with Laura about it. I told her, "Lurena told Doctor you pinched Lucy's nose, and made her cry." Before I had finished the sentence, she smiled, and seemed by the expression of her face to think that it was very ridiculous to pinch her nose; but when she was told that Lucy cried, she changed countenance, and was immediately sad. She said, "*When did I pinch Lucy's nose?*" I said, "Lurena said yesterday." "*After how many schools?*" I told her I did not know. She thought a moment, and then said, eagerly, "*I pinched Lucy's nose after one* * *school, to play. I did not mean to make her cry, because I played. Did Lucy know I was wrong?*" I told her Lucy did not know when she played, and she must play softly. I asked her if she loved Lucy; she replied, "*Yes; but Lucy does not hug me.*" Why does she not? "*Because she is very deaf and blind, and does not know how to love me; she is very weak to hug.*"

I will give some extracts from my diary, showing her conscientiousness.

SEPTEMBER 17. I tested Laura's conscientiousness by relating a simple story. A little boy went to see a lady, and the lady gave him two birds, one for himself, and one for his sister; she put them in a basket for him to carry home, and told him not to open the basket until he got home; the boy went into the street, and met another little boy, who said, "Open the basket, and let me feel the birds;" and the boy said, "No, no;" but the other boy said, "Yes, yes;" and then the boy opened the basket,

* The child computes the time of day by the hours of school; "*after one school*" means after 7 o'clock, the first morning recess of the school.

and they felt of the birds. Did he do right? She paused, and said, "*Yes.*" I said, "Why?" She replied, "*He did not remember.*" I said, "If he did remember, did he do right?" She replied, "*Little wrong to forget.*" I then went on to say, "When the boys did feel of the birds, one of the birds was killed." Here she became very much excited, and manifested the greatest anxiety and distress, saying, "*Why did boy feel hard? why did bird not fly?*" I went on: "He carried the basket and birds home, and gave the dead bird to his sister; did he do right or wrong?" She said, "*Wrong.*" "Why?" "*To kill bird.*" I said, "But who must have the live bird, the boy or the girl?" She said, "*Girl.*" "Why?" "*Because boy was careless, and girl was not careless.*" She was at first a little confused about the persons, but decided promptly the question of right or wrong, both in respect to opening the basket, and about who ought to possess the bird.

She supposed it was all reality, and I could not well make her conceive the object of the fable, much less give her an idea of the ingenious author of it. Her mind was for some time entirely occupied with this story, and she afterwards asked, "*Did man knock* [strike] *boy because he killed bird?*" I said, "No, the boy's heart did knock him; does your heart knock you when you do wrong?" She inquired about the beating of the heart, and said, "*My heart did knock little when I did do wrong.*"

She asked *why blood came in face?* I said, "When wrong is done." She paused and said, "*Blood did come in Olive's face when she did tell lie; do blood come in your face when you do wrong?*

I reflected much upon whether I ought yet to give her any general rules of right, benevolence, duty, etc., or trust to example, action and habit, and decided upon the last; example and practice must precede, and generalization will easily follow.

It is most pleasing to observe that beautiful spirit of charity which prompts her to extenuate the faults of others, and which, when any story of the kind just referred to is related to her, leads her to apologize for the person

who appears to be in the wrong, and to say, *He did forget*, or *He did not mean to do wrong*. The same may be said of that spirit of truthfulness which makes all children believe implicitly what is told them, how extravagant soever it may be, but which Laura has preserved long after the age at which others have thrown it aside.

I have already made this report so long that I must leave unnoticed many subjects which I would gladly touch upon; and even upon that which will interest so many, — her ideas of God, — I must be brief.

During the past year she has shown very great inquisitiveness in relation to the origin of things. She knows that men made houses, furniture, etc., but of her own accord seems to infer that they did not make themselves, or natural objects. She therefore asks, "*Who made dogs, horses and sheep?*" She has got from books, and perhaps from other children, the word *God*, but has formed no definite idea on the subject. Not long since, when her teacher was explaining the structure of a house, she was puzzled to know "*How masons piled up bricks before floor was made to stand on?*" When this was explained, she asked, "*When did masons make Jennette's parlor; before all Gods make all folks?*"

I am now occupied in devising various ways of giving her an idea of immaterial power by means of the attraction of magnets, the pushing of vegetation, etc., and intend attempting to convey to her some adequate idea of the great Creator and Ruler of all things.

I am fully aware of the immeasurable importance of the subject, and of my own inadequacy; I am aware, too, that, pursue what course I may, I shall incur more of human censure than of approbation; but, incited by the warmest affection for the child, and guided by the best exercise of the humble abilities which God has given me, I shall go on in the attempt to give her a faint idea of

the power and love of that Being whose praise she is every day so clearly proclaiming, by her glad enjoyment of the existence which he has given her.

S. G. Howe.

[Extract from Dr. Howe's report for the year 1842.]

APPENDIX A.

Gentlemen: — In drawing up an account of the progress of our interesting pupil during the past year, I shall rather aim to give information to the general readers of our annual report, and to those numerous persons who watch with interest the progress of the experiment of her education, than to detail any new facts.

Her health has been excellent during the year, uninterrupted indeed by a single day's illness. Several medical gentlemen have expressed their fears that the continual mental excitement which she manifests, and the restless activity of her mind, must affect her health, and perhaps endanger the soundness of her mental faculties; but any such tendency has been effectually counteracted by causing her to practice calisthenic exercises, and to take long walks daily in the open air, which on some days extend to six miles. Besides, she has a safeguard in the nature of her emotions, which are always joyful, always pleasant and hopeful; and there is no doubt that the glad flow of spirits which she constantly enjoys, contributes not only to her physical health, but to the development of her mind. There is a great difference produced, even physically, by the habitual indulgence of different emotions. Let two children of quick parts be put to study, the one stimulated by emulation, by pride, and by envy; and the other by love of his parents, by regard for his teacher, and, above all, by the natural

relish for new truth and the delight which results from a pleasant activity of the perceptive faculties, — and the difference, even in the physical effects, will, after a time, be perceptible. Ambition, envy, and pride, while they may stimulate to powerful mental efforts, are accompanied with little pleasure, and that not a healthful one; they leave behind lassitude and dissatisfaction; the child craves something more, he knows not what; but joy, that oxygen of the moral atmosphere, is generated only by the action of the generous and noble sentiments.

Laura generally appears, by the quickness of her motions and the eagerness of her gestures, to be in a state of mind which in another would be called unnatural excitement. Her spirit, apparently impatient of its narrow bounds, is, as it were, continually pressing against the bars of its cage, and struggling, if not to escape, at least to obtain more of the sights and sounds of the outer world. The signs by which she expresses her ideas are slow and tedious; her thoughts outstrip their tardy vehicle, and fly forward to the goal; she evidently feels desirous of talking faster than she can; and she loves best to converse with those who can interpret the motions of her fingers when they are so rapid as to be unintelligible to a common eye. But, with all this activity of the mental machinery, there is none of the wear and tear produced by the grit of discontent; everything is made smooth by the oil of gladness. She rises uncalled at an early hour; she begins the day as merrily as the lark; she is laughing as she attires herself and braids her hair, and comes dancing out of her chamber as though every morn were that of a gala day; a smile and a sign of recognition greet every one she meets; kisses and caresses are bestowed upon her friends and her teachers; she goes to her lesson, but knows not the word *task;* she gaily assists others in what they call housework, but which she deems play; she is delighted with society, and clings to others as though

she would grow to them; yet she is happy when sitting alone, and smiles and laughs as the varying current of pleasant thoughts passes through her mind; and when she walks out into the field, she greets her mother nature, whose smile she cannot see, whose music she cannot hear, with a joyful heart and a glad countenance; in a word, her whole life is like a hymn of gratitude and thanksgiving.

I know that this may be deemed extravagant, and by some considered as the partial description of a fond friend; but it is not so; and, fortunately for others (particularly because this lesson of contentment should not be lost upon the repining and ungrateful), she is as a lamp set upon a hill, whose light cannot be hid. She is seen and known of many, and those who know her best will testify most warmly in her favor.

The general course of instruction pursued during the past year, corresponding as it does with that detailed in former reports, needs not to be here repeated for the information of those to whom this report is immediately addressed; but, as great public interest is excited in this case, and as inquiries are continually made respecting the processes by which instruction is conveyed to her mind, it may be well to explain some of them, even at the risk of repetition, and of saying what may seem, to those familiar with the theory of teaching the deaf and dumb, not only trite, but worthless. Let me therefore say here, that, should any of the theoretical views of *deaf mutism* propounded in these reports, be deemed unsound by those better acquainted with the subject, it is to be considered that our institution is not one whose object it is to teach deaf mutes; the cases which have been treated of are those where mutism is complicated with blindness, and which have come under its care simply because its method of instruction seemed nearest adapted to such cases, — cases nearly hopeless, and which, it is believed, have never before been successfully treated.

Some kind of language seems necessary for every human being; the cravings of the social nature are loud and constant, and cannot be gratified except by some medium of communication for the feelings. The intellect cannot be developed unless all the modifications of thought have some sign even, by which they can be recalled. Hence, men are compelled by a kind of inward force to form languages; and they do form them under all and every circumstance. The social organ presents the natural and most perfect medium through which, by attaching a meaning to every modulation of voice, a perfect system of communication is kept up. The question whether a people could exist without language would be about as reasonable as it would be to ask whether they can exist without hands; it is as natural for men to converse as it is for them to eat; if they cannot speak, they will converse by signs, as, if they had no hands, they would feed themselves with their toes. Children, then, prompted by nature, associate their thoughts with audible words, and learn language without any special instruction. If you make the sound, represented by the letters a p p l e, when you hold up the fruit to a child, he naturally associates that sound with it, and will imitate the sound, even without your trying to make him do so; if the child be deaf, so that he cannot hear the word which you speak, of course he cannot imitate it, and as such, of course, he must be forever dumb. But the desire to associate the thing with a sign still remains, and he has the same power of imitation as others, except in regard to words; if, therefore, you make a visible sign when you show him the apple, as by doubling the fist, the fist afterwards becomes to him the name or sign for the apple. But suppose the child cannot see the apple, suppose he be blind as well as deaf. What then? he has the same intellectual nature: put the apple in his hand, let him feel it, smell it, taste it; put your clenched hand in his at the same time, and several times, until he associates

this sign with the thing; and when he wishes for the fruit he will hold up his little fist, and delight your heart by this sign, which is just as much a word, as though he had said *apple!* out aloud.

Reasoning in this way, I undertook the task of instructing Laura Bridgman, and the result has been what it will ever be where nature is followed as our guide.

This simple process is readily understood; but simple signs and names of objects being easy enough, it is often asked, how can a knowledge of qualities which have no positive existence be communicated? Just as easily, and just as they are taught to common children; when a child bites a *sweet* apple, or a *sour* one, he perceives the difference of taste; he hears you use one sound, *sweet*, when you taste the one; another sound, *sour*, when you taste the other. These sounds are associated in his mind with those qualities; the deaf child sees the pucker of your lips, or some grimace when you taste the sour one, and that grimace perhaps is seized upon by him for a sign or a name for *sour;* and so with other physical qualities. The deaf, dumb and blind child cannot hear your sound, cannot see your grimace; yet he perceives the quality of sweetness, and if you take pains to make some peculiar sign two or three times when the quality is perceived, he will associate that sign with the quality, and have a name for it.

It will be said that qualities have no existence, being mere abstractions, and that when we say *sweet apple*, the child will think it is a compound name for the individual apple; or, if he does not do this, that he cannot know whether by the word *sweet* we mean the quality of *sweetness* or the quality of *soundness*. This is true; at first the child does *not* know to what the sound *sweet* refers; he may misuse it often, but by imitation, by observation, he at last gets it right, and applies the word sweet to every thing whose qualities revive the same sensation as the sweet apple did; he then uses the

word *sweet* in the abstract, not as a parrot, but understandingly, simply because the parrot has not the mental organization which fits it to understand qualities, and the child has. Now the transition from physical to mental qualities is very easy; the child has dormant within his bosom every mental quality that the man has; every emotion and every passion has its natural language; and it is a law of nature that the exhibition of this natural language calls into activity the like mental quality in the beholder. The difference between joy and sorrow, between a smile and a frown, is just as cognizable by a child as the difference between a sweet apple and a sour one; and through the same mental process, by which a mute attaches signs to the physical quality, he may (with a little more pains) be made to attach them to the moral qualities. There is not time, however, in this brief report, to enlarge upon this point.

Much surprise has been expressed by some who are conversant with the difficulties of the teaching, etc., of mutes, that Laura should have attained the use of verbs without more special instruction. It may be said, in reply, that no minute and perfect account of the various steps in the process of her instruction has ever yet been published; and that, moreover, the difficulties in the use of the verbs are in reality much less than is usually supposed.

As soon as a child has learned the use of a noun, as *apple*, and of one or two signs of qualities, as *sour* and *sweet*, he begins to use them; he holds up the fruit, and lisps out, *apple — sour*, or *apple — sweet;* he has not been taught a verb, and yet he uses one; he asserts the one apple to be sweet, the other to be sour; he in reality says, mentally, "apple *is sweet apple*," or "apple *is sour apple;*" and in a little while he catches by the ear, an audible sign, — the word, *is*, and puts it in where he before used only a sign, or meant to use one. Just so with the deaf mute; when he has learned a noun and an adjective he uses them by the

help of a verb, or some mark of assertion; and you have only to give him some sign, which he will adopt just as readily as the speaking child, by mere imitation, and without any process of ratiocination. We give too narrow a definition when we say a verb is a *word*, etc. I may be wrong, but it seems to me that the long, detailed, and very ingenious process laid down in some books for teaching verbs and other parts of speech to the deaf mutes, are worse than useless; they have excited much attention, and justly received much admiration for their ingenuity, but it is of the kind we should bestow on mechanical contrivances for imitating the human voice; and it would seem to be about as wise to teach a child to talk by directing him to contract this muscle, to relax that, and to place his lips in such and such a posture, as to teach a deaf mute the use of the different parts of speech in the manner detailed by Sicard.

But it would swell this report to a volume, should I pursue the same train of remarks with regard to the different parts of speech. Indeed, I should hardly have hazarded it here, had it not been for assertions, emanating from respectable sources, that this child must have some vision, or hearing, or some remembrance of oral language, since she has easily attained the use of the most difficult parts of speech, which cost so much labor to those merely deaf and dumb. It is needless to repeat what is so well known to hundreds — that she is totally deaf and blind, and has been so from her tender infancy.

It will be observed, by those who have had the patience to read the above remarks, that, to the child with all his senses, the acquisition of a language, which has already been perfected by the labor of many successive generations, is an easy and pleasant task, and accomplished without any teacher; that for the deaf mute the difficulty is increased a thousand fold; that for the deaf, dumb

and blind, it is immeasurably greater still; and that for poor Laura Bridgman it is even more increased by the fact that she has not that acuteness of smell and taste, which usually aid those in her situation, and that she relies upon touch alone. Nevertheless she goes on, joyously using her single small talent, patiently piling up her little heap of knowledge, and rejoicing as much over it as if it were a pyramid.

Before proceeding farther, it may be well to explain what was said in a former report about Laura's making a peculiar sound, whenever she meets any person, which she calls that person's *noise*, and about which many inquiries have been made, especially as an important physiological inference may be drawn from it. When she meets me, one of the pupils, or any intimate friend, she instantly makes a noise with the vocal organs; for one a chuckle, for another a cluck, for a third a nasal sound, for a fourth a guttural, etc. These are to her evidently signs, or names affixed to each person. These are known by those very intimate with her; when they speak to her of such and such an one, she makes his "noise;" and these noises, or names, have become so intimately associated with the persons, that sometimes, when she is sitting by herself, and the thought of a friend comes up in her mind, she utters his "*noise*," as she calls it; that is, what is to her his name. Now, as she cannot hear a sound, as she never attempts, like deaf and dumb persons, to attract the attention of others by making a noise, it follows that, impelled by the natural tendency of the human mind to attach signs to every thought, she selects the natural vehicle for the expression of it, and exercises the vocal organs, but without any definite view of producing an effect. This would seem to prove, if indeed any proof be wanting, that men did not select vocal sounds for a colloquial medium, from among other possible media, but that it is the natural one.

It may be remarked, in this connection, that she laughs aloud, and more naturally than most deaf persons, and that she is almost constantly doing so. This is not checked at all, although it is not always an agreeable sound, because there is some danger that her pulmonary organs may suffer for want of that natural and healthy exercise which other persons have from speaking aloud.* In romping and frolicking she becomes quite noisy, and thus obtains some exercise for her lungs.

Much attention has been paid during the year to improving her in the use of language, and at the same time to increasing her stock of knowledge. A useful exercise for this purpose has been to tell her some story, and to require her to repeat it in her own language, after she has forgotten the precise words in which it was related to her.

The following story was related to her one day: —

JOHN AND THE PLUMS.

1. An old man had a plum tree, and when the plums were ripe, he said to his boy John, —

2. "I want you to pick the plums off my tree, for I am an old man, and I cannot get up into my tree to pick them."

3. Then John said, "Yes, sir! I will get up into the tree and pick them for you."

4. So the boy got up, and the old man gave him a pail to put the plums in, and he hung it up in the tree near him.

5. And then he put the plums into the pail, one by one, till the pail was full.

6. When the boy saw that the pail was full, he said to the old man, "Let me give you the pail, for it is full."

7. Then the man held up his hand and took the pail of plums and put them in his cart.

8. "For," said he "I am to take them to town in my cart to sell them," — and he gave the pail back to the boy to fill with more plums.

* I do not know what may be the statistics of mortality among deaf mutes, but I should infer, *a priori*, that they would be more subject to pulmonary diseases than speaking persons.

9. At last the boy said, "I am tired and hot; will you give me a plum to eat?"

10. "Yes," said the old man, "for you are a good boy, and have worked well; so I will give you ten plums, for you have earned them."

11. The boy was glad to hear him say so, and said, "I do not want to eat them all now. I will eat five, and take five home to my sister."

12. "You may get down now," said the old man, "for it will soon be dark, and then you will lose your way home."

13. So the boy got down and ran home, and felt glad that he had been kind to the old man.

14. And when he got home he was glad he had been kind to his sister, and kept half his plums for her.

The next day she was requested to recall it to memory, and to write it down in her journal, and she did so in the following words: —

An old man had a large plum tree, — he had a little boy John; the man asked John to please to go up on the tree to pick many plums, because he was very old and lame. The man gave John a pail for plums. John put them in till it was very full; he said to the man, it is very full of plums. He took the pail up in his cart to sell them. John was tired and hot; he asked the man if he might take one plum. The man said he might take ten plums, because he was a very good boy to earn them hard. The man told him to hurry home. He ate five plums; he gave his sister five plums; he felt very happy because he helped the old man much, and made his sister happy. John was kind to help the old man; he was very generous to give his sister part of his plums. The old man loved John very much. If John did not hurry home he would have lost his way. John liked to help the old man well.

It will be seen that she made some moral reflections of her own, which were not expressed in the original story. It is desirable that every new word or fact which she learns should be communicated by her teachers, or that she should

form a correct notion about it; but this, as will be perceived, is impossible, without depriving her of that intercourse with others which is necessary for the development of her social nature. The following extract from the journal of Miss Swift, her teacher, is interesting: —

February 27. When I went to Laura after recess, she said, "*I was very much frightened.*" Why? "*I thought I felt some one make a great noise, and I trembled, and my heart ached very quick.*" She asked me if I knew any *crazzy persons*, then altered it to *crazy*, then to *crazy;* I asked her who gave her the new word *crazy;* she said, "Lorena told me about crazy persons, and *said she was* [once] *crazy; What is crazy?*" I told her that crazy persons could not think what they were doing, and attempted to change the subject; but she immediately returned to it and repeated the question, "*Have you seen crazy people?*" and would not be satisfied until I answered it. I told her I saw a crazy woman walking about; she said, "*Why did she walk, how could she think to walk?*" [She detected here the imperfection of her teacher's definition.] I told her they were sometimes sick, and became crazy; she said, "*Who will take care of me if I am crazy;*" I laughed at her, and told her she would not be crazy. She replied, "*I said,* IF." * I told her I would take care of her if she would be kind and gentle to me. She then asked, "*Can I talk with my fingers; did you ever see a dizzy lady;* how *do* you *dizzy?*" Laura said she dreamed last night about her mother, and the baby, and talked with her fingers, as in the daytime; I questioned her particularly on what she dreamed, but could not get a satisfactory answer.

She wrote a letter to her father, and her mother, of her own accord; that to her mother was as follows: —

My dear, my Mother, — I want to see you very much I send much love to you I send ten kisses to my sister Mary. My one pair of stockings are done. Can Mary walk with her feet? Do stockings fit her? I want you to write a letter to me some time. Miss Swift teaches me. I want you to com

* Let any one who has questioned the possibility of her forming a correct conception of this difficult word *if*, look at this form of expression, and find therein an answer.

to South Boston with my sister to stay few days and see me exercising the callisthenics. Oliver can talk with his fingers very faster about words. I will write a letter to you again. Miss J. and Dr. send love to you. Miss Davis is married, Mrs. Davis. She has gone to live with her husband in Dudley. Is Mary well? Is my aunt well? I send love to her. I will write letter to you soon some time. Why did you not write letter to me? I go to meeting every Sunday. I am gentle in Church with Miss Rogers. I am happy there.

Good bye LAURA BRIDGMAN.

She has commenced the study of geography, during the past year, and made fair progress. Having first acquired an idea of the points of the compass, and taken some preliminary lessons by bounding her school-room, the chambers, entries, etc., and then going out into the premises, bounding the house and yard, she was put to a map. But it will be more interesting to give some extracts from her teacher's journal, showing how she passes her time of study, though no words can describe adequately the eagerness of her manner, and the pleasurable expression of her countenance when she gets a new idea, and turns to hug her teacher in her glee.

FEBRUARY 2. She asked me if she was good yesterday; I told her yes, she had been good all the week; she said, "*Did I do any little thing wrong?*" Continued the conversation on trades, and taught her the word *furniture.* When I was telling her what work milliners did, she said, "*Do milliners make stockings,— milliners make stockings that have flowers on them?*" At the geography hour she asked me to teach her "*above,*" meaning the chambers; she bounded, to-day, all the rooms on the second story, and remembered all of yesterday's lesson, without going to the rooms.

In writing, gave her a lesson on the board; she does not succeed so well on that as Oliver. At twelve began to tell her about seeds, and told her I would talk to her about what her father did (he is a farmer). She said "*How do you know what my father does? does your father do so?*" "No, my father is doctor." "*Why is not my father doctor?—he gave me medicine once; was he a doctor?*" Did not succeed to-day in getting her much interested in seeds. P.M. She worked very industriously.

FEBRUARY 3. Gave Laura examples in numeration, in hundreds and thousands, which she performed very well, and numerated correctly until she had the number 8,500, which she wrote 80 50; she hesitated, and said, "*I think it is wrong*," and enumerated; but it took her a long time to find how to alter it; when she at length succeeded, she said, "*I was very sad not to know.*" Laura asked what cups and plates and saucers were; taught her the word crockery. "*What are rings?*" taught her jewelry. "*What are knives and forks?*" etc. Next she got her work box, for me to tell of what it was made; told her about the pearl with which it is inlaid, and the name of the wood,—rose; she asked of what the doors were made; told her pine; she asked, "*Why are pine apples—pine?*" She wanted to know who made the brass hinges. She talked about her locket, and wanted to know what color it was under the glass; told her it was black,—"*How can folks see through black?*" In geography, she bounds any of the rooms now, after a moment's thought, and seems to understand all about it; she bounded the house, with a little help; talked with her about the *point*, but she did not quite understand it. In writing, she does very well when practising her letters, but when she has her journal, she is very careless; she wrote to-day an account of the different trades. In the afternoon she went to the school-room an hour, while a number of gentlemen were there; she amused herself by asking what the denominations were after millions; at last she set down a row of types the whole length of her board, and enumerating it found it was eighty quintillions: she asked, "*What people live eighty quintillions of miles off?*" and said, "*I think it would take ladies a year to go so very far.*"

FEBRUARY 17. Laura succeeded in doing five or six questions this morning. One was to find the age of a man, in which I gave her the time he had lived in several places. She said, "*He lived in many places, I am not sure, why—why?*" She asked a great many questions about the party to which I went last evening, as how the ladies knew when to come, etc.; taught her the word *invitation;* she asked, "*Why did I not go?*" told her she was a little girl; she said, "*Doctor says I am tall;*" but she was quite reconciled to it when I told her that the other blind girls did not go. She talked of her walk yesterday;

she was much amused by walking on the snow that was crusted over, but not quite enough to bear; when she broke through, she would scream with delight, and pull me after her. She was quite puzzled to find the reason, and I told her if she would remember to ask me, I would tell her this morning.

FEBRUARY 18. Found, to my surprise, that Laura could bound all the towns I had taught her, *without* the map,—Roxbury, Brookline, Brighton, Watertown and West Cambridge. I taught her, to-day, about Cambridge, Charlestown, Medford and Malden. She was in excellent spirits, and takes more interest in this than in any other study. At twelve, took Laura to the stable, to show her oats and a half-peck measure; then to the store-room, to teach her wine measure; found a gallon measure, and also a hogshead, tierce and barrel. She readily learned their names, and how many gallons they would hold, and then, as usual, she wanted to go round and examine other things; let her see the coffee in a bag; sugar, salt, etc., in barrels; ginger, pepper, etc., in boxes of twenty-five and fifty pounds; then starch in papers, and lastly she examined the tea-chest, box, lead, etc. I intended to have taken a part of this lesson on another day, but she was so much interested that I could not avoid her questions; deferred the review until another day.

Here follow some other extracts, taken from different parts of the journal:—

WEDNESDAY. Laura practised some time in arithmetic, but did not succeed quite as well as yesterday. She was much interested in an algebra type, and was very anxious to be able to use it; told her I would teach her, when she was sixteen, all about it. "*And can you kiss me then?*" she said; "*can you kiss sixteen young ladies?*" meaning young ladies of sixteen. She talked about it some time, and expressed much fear that she should have to give up kissing and being kissed when she was older.

THURSDAY. Commenced by telling her where Boston and Charles River were, and then attempted to give her the idea that the map was small, and we could not have room to put on it all that was on the other map; and then of the number

of miles from Boston to the mouth of the Hudson River, moving her finger from one to the other. When I had told her the distance, she said, "*I think Miss W. lives there;*" and she was delighted that she had got so far from home.

At eleven, gave her, for a writing lesson, the story I read to her Friday noon. She said, at first, she could not remember it, because it was long ago that I read it; but she did very well. After writing it she said, "*Is this truth?*" told her I thought it was not. "*Is it lie?*" tried to make her understand that it was not wrong to write it, but I doubt if I succeeded entirely. When writing she spelled the word bureau wrong, and when I asked her why, she said, "*I was very unremembered.*" She knows the word forgetful, but wished to try to make one, and after she had done so she turned to me for approbation.

It has been remarked that it was very difficult in the beginning to make her understand figures of speech, fables, or supposititious cases of any kind, and this difficulty is not yet entirely overcome. If any sum in arithmetic is given to her, the first impression is, that what is supposed did actually happen. For instance, a few mornings ago, when her teacher took an arithmetic to read a sum, she asked, "*How did the man who wrote that book know I was here?*" The sum given her was this: "If you can buy a barrel of cider for four dollars, how much can you buy for one dollar?" upon which her first comment was, "*I cannot give much for cider, because it is very sour.*"

She formerly talked as little children do, without using pronouns, but now she uses them freely; and her appreciation of them is proved by the fact that, in talking with little Oliver, who is still in the very rudiments of language, she uses the third person, and says, for instance, "*Laura is rich,*" when to another she would say, "*I am rich.*"

She has a keen relish for knowledge, which, mingled with a little self-esteem, would perhaps impel her to greater effort than would be consistent with health, if care were not taken

to prevent it. One day she had been left in my library while we were gone to church; in the evening she appeared fatigued, and complained of being unwell; she was asked where she had pain, and she said, "*In my head; I slept one hour to-day, and then studied very much in books, and thought very hard.*" Upon inquiry, it was found that she had got hold of a *Latin* book, printed in raised letters, and had been puzzling over it, and worrying about it.

She asked the meaning of many words which she remembered, as *sed*, *non*, *est*, etc. It was explained to her that it was in the Latin language; upon which she asked if "*the Doctor knew Latin;*" if "*Sophia knew Latin;*" and, learning that some others were as ignorant of it as herself, she was comforted. She understands that different nations use different languages, and was very much pleased at learning a few words of French.

Words are to her always signs of something definite, and are taken in their literal sense; for instance, she supposed for some time, after hearing about the generic word *smith*, that blacksmiths were all *black* men, and silversmiths *white* men. Like other blind persons, she forms an idea (vague, of course) about colors; she thinks that black is a dirty color, and that the ground is black; another says that black is rough, while white is smooth, etc.

If she is told the name of a person, as Mr. Green, or Mr. Brown, it excites a smile, or an expression of surprise. So, when she meets a name, as *Ox*-ford, or Ply-*mouth*, she discovers a sense of the ludicrous in the unwonted use of the term *ox*, *mouth*, etc.

She continues, as formerly, to form words analogically; for instance, having learned the word restless, she said one day when she felt weak, "*I am very strongless.*" Being told this was not right, she said, "*Why you say restless when I do not sit still?*" Then, thinking probably of adjectives formed from nouns by adding *ful*, she said, "*I am very weakful.*"

Her insatiable curiosity often leads her to discourse about things, the full comprehension of which is far above her reach; and it is difficult to confine her mind to one point. If you are talking to her about lead, for instance, she will want to know about lead pencils, what would be the effect of eating it, about shot; then about birds, why killed, etc. Talking about houses, she asked "*Where did men live before wood was made, and without floors?*" Answer, "In caves and caverns." "*How many years did men live in caves?*" No precise answer could be given, and she continued by asking, "*Where did they live before caverns?*"

This ignorance of many things which are familiar to other children, causes her sometimes to appear childish in conversation. For instance, walking in the streets, she felt the ground tremble as a fire company rushed by, and being told that some one's house was on fire, and men were running to help him put it out, she asked, "*How do they blow?*" — thinking they blew it out as one does a lighted candle; and, on an attempt being made to explain that the fire was quenched by water, she asked, "*Why do not man put it out himself?*"

At other times her home questions manifest shrewdness, and show that she will not be put off with the simple affirmation of others. Her teacher, talking with her one day about her doll, told her it could not feel; that flesh and skin had feeling, but not kid and wax. "*But,*" said she, "*why cannot man make flesh doll?*" "Where would he get his flesh?" was the answer. "*Take from cow,*" said she. Immediately afterwards, talking of horses, she said, "*Did you ever pat your father's horse on face?*" "Yes." "*Was he happy?*" "Yes." "*Did he smile?*" "No." "Then *how did you know he was happy?*"

But I might fill a volume (and perhaps I may, some day, for it would be useful to children, at least) were I to dwell upon the interesting particulars of the intellectual instruction

of this child. I proceed, therefore, to some considerations more immediately connected with her moral nature.

It is a remarkable and most gratifying fact, that she adopts and follows with greater readiness and facility any regulation founded upon what may be called natural minor morals, than one based upon mere arbitrary, social conventionalism. She does not forget or violate any rule of conduct in which the feelings or rights of others are concerned; indeed, she hardly seems to need them; but she is apt to forget such a rule as that one should not rise from the table until others have done eating.* Being once told, two years ago, that it was disagreeable to others to have her blow her nose at table, she has never violated the request since, but invariably gets up, and leaves the room for that purpose; while such a rule as that of using a fork instead of a knife, or of shaking hands with a person, would have to be repeated many times over.

As to cleanliness, modesty, sobriety, etc., she needs no instruction; she is always clean in person, and neat in dress; and the slightest exposure will call the blush to her cheek. She eats heartily and often, but never over much, and drinks but very moderately the simplest beverage. She sometimes seems to be so full of animal spirits that it is difficult for her to sit with quiet or decorum; and if the weather be bad, and she cannot work off her excitement by exercise, she becomes nervous, or, as we call it to her, *rude*. In her teacher's journal I find the following: "Laura had a *nervous* day, and lost part of her lesson. Talking about some things she had done in the morning, she said, '*What made me very rude?*' I told her I did not know; she said, "*I*

* It may continually occur to the reader, that she has no means of perceiving things which I refer to, as passing in her presence; but her sensibility is so great that hardly anything can occur in a room without her getting some idea of it. At table she always contrives to find out how many people there are; she knows when they have done eating; she can even perceive the slightest jar made by drumming on the table with the fingers or a fork. These things are so familiar that one forgets to explain them.

think I did not feel good in heart.' I asked her why? she replied, '*Because I broke a door knob this morning.*' I asked her if she felt good now; she replied, '*I cannot feel good until I learn to be good.*'"

She seems to be one of those who have the law graven upon their hearts; who do not see the right intellectually, but perceive it intuitively; who do good not so much from principle as from instinct; and who, if made to swerve a moment from the right by any temptation, soon recover themselves by their native elasticity. For the preservation of the purity of her soul, in her dark and silent pilgrimage through time, God has implanted within her that native love of modesty, thoughtfulness and conscientiousness, which precept may strengthen, but could never have bestowed; and, as at midnight and in the storm the faithful needle points unerring to the pole, and guides the mariner over the trackless ocean, so will this principle guide her to happiness and to heaven. May no tempter shake her native faith in this her guide; may no disturbing force cause it to swerve from its true direction!

As yet, it has not done so, and I can recollect no instance of moral obliquity except under strong temptation. I recall now one instance of deliberate deception, and that I am bound to confess, with sorrow, was perhaps attributable to indiscretion on my part. She came to me one day dressed for a walk, and had on a new pair of gloves which were stout, and rather coarse. I began to banter and tease her (in that spirit of fun of which she is very fond and which she usually returns with interest) upon the clumsy appearance of her hands, at which she first laughed, but soon began to look so serious and even grieved that I tried to direct her attention to something else, and soon forgot the subject. But not so poor Laura; here her personal vanity or her love of approbation had been wounded; she thought the gloves were the cause of it, and she resolved to be rid of

them. Accordingly they disappeared, and were supposed to be lost; but her guileless nature betrayed itself, for, without being questioned, she frequently talked about the gloves, not saying directly that they were lost, but asking if they might not be in such or such a place. She was uneasy under the new garb of deceit, and soon excited suspicion. When it reached my ears, I was exceedingly pained, and moreover doubtful what course to pursue. At last, taking her in the most affectionate way, I began to tell her a story of a little girl who was much beloved by her parents, and brothers and sisters, and for whose happiness every thing was done; and asked her whether the little girl should not love them in return, and try to make them happy; to which she eagerly assented. But, said I, she did not, she was careless, and caused them much pain. At this Laura was excited, and said the girl was in the wrong, and asked what she did to displease her relations; I replied, she deceived them; they never told her anything but truth, but she one day acted so as to make them think she had not done a thing, when she had done it. Laura then eagerly asked if the girl told a fib, and I explained to her how one might tell a falsehood without saying a word; which she readily understood, becoming all the time more interested, and evidently touched. I then tried to explain to her the different degrees of culpability resulting from carelessness, from disobedience, and from intentional deceit. She soon grew pale, and evidently begun to apply the remarks to her own case, but still was very eager to know about "*the wrong little girl*," and how her parents treated her. I told her her parents were grieved, and cried, at which she could hardly restrain her own tears. After a while she confessed to me that she had deceived about the gloves; that they were not lost, but hidden away. I then tried to show her that I cared nothing about the gloves, — that the loss of a hundred pairs would be nothing if unaccompanied by any deceit. She

perceived that I was grieved, and going to leave her to her own thoughts, and clung to me as if in terror of being alone. I was forced, however, to inflict the pain upon her.

Her teachers and the persons most immediately about her were requested to manifest no other feeling than that of sorrow on her account; and the poor creature, going about from one to another for comfort and for joy, but finding only sadness, soon became agonized with grief. When left alone she sat pale and motionless, with a countenance the very image of sorrow; and so severe seemed the discipline, that I feared lest the memory of it should be terrible enough to tempt her to have recourse to the common artifice of concealing one prevarication by another, and thus insensibly get her into the habit of falsehood. I therefore comforted her by assurances of the continued affection of her friends; tried to make her understand that their grief and her suffering were the simple and necessary consequences of her careless or wilful misstatement; and made her reflect upon the nature of the emotion she experienced after having uttered the untruth; how unpleasant it was, how it made her feel afraid, and how widely different it was from the fearless and placid emotion which followed truth.

It was easy enough to make her see the consequences which must result from habitual falsehood, but difficult to give her an idea of all the moral obligations to be truthful; perhaps, however, the intellectual perception of these obligations is not necessary to the perfect truthfulness of a child, for such is his natural tendency to tell the truth at all times, that, if his education can keep him from the disturbing force of any strong temptation, we may count upon his speaking straightforward, as surely as we may calculate upon a projectile, moved by one force, going in a straight line.

Words are the natural and spontaneous representations of the thoughts; the truth is ever uppermost in the mind; it is on the surface, it is a single object, and cannot be mis-

taken; but for a lie we must dive below the surface, and hesitatingly fetch up one of the many that may be found at the bottom. There is little fear of Laura's losing that character for ingenuousness and truthfulness which she has always deservedly possessed.

There is more fear of her becoming vain, for it is almost impossible to prevent her receiving such attentions and such caresses as directly address her self-esteem. Some persons only feel, they never think; and they do a benevolent action to gratify some spontaneous impulse of their own, or to give momentary pleasure to another, rather than to promote his real welfare; and even some mothers seem to think more of the pleasurable gratification of their own blind feelings of attachment than of the good of their children. Such persons, coming in contact with Laura, will contrive in some way, by caresses or by gifts, to show their peculiar interest in her. She is very sagacious; she ascertains that such visitors to the school are more interested in her than in her blind companions, and that they remain near her most of the time. It is difficult to prevent them making her presents, and in various ways showing her marks of sympathy which she may attribute to some peculiar excellence of her own. Then she must be allowed to visit, to have acquaintances, and to converse with all people who come in her way and who have learned the manual alphabet of deaf mutes; in short, to run the risk of the disadvantages of society, in order to secure its obvious and indispensable advantages; and it will require constant care and vigilance to prevent her perceiving herself to be a lion, than which hardly a greater misfortune can befall a woman. That she has been so effectually preserved from this thus far is owing to the watchful care and almost constant attendance of her teachers; and now that by the liberality of individuals she has the entire time and services of a young lady of great intelligence who is devotedly attached to her, it is to be hoped that she may long preserve her present amiable simplicity of character.

The various attempts which I have made during the year to lead her thoughts to God and spiritual affairs, have been, for the most part, forced upon me by her questions, which I am sure were prompted by expressions dropped carelessly by others; as God, heaven, soul, etc., and about which she would afterwards ask me. Whenever I have deliberately entered upon them, I have done so with caution, and always felt obliged, by a sense of duty to the child, to make the conversations as short as possible. The most painful part of one's duty is often where an honest conviction forces one to pursue a line of conduct diametrically opposite to that recommended by those for whose superior talents and wisdom one has the greatest respect. It is said continually that this child should be instructed in the doctrines of revealed religion; and some even seem to imagine her eternal welfare will be perilled by her remaining in ignorance of religious truths. I am aware of the high responsibility of the charge of a soul; and the mother who bore her can hardly feel a deeper interest in Laura's welfare than I do; but that very sense of responsibility to God, and that love which I bear to the child, forces me, after seeking for all light from others, finally to rely upon my own judgment. It is not to be doubted that she could be taught any dogma or creed, and be made to give as edifying answers as are recorded of many other wonderful children, to questions on spiritual subjects. But, as I can see no necessary connection between a moral and religious life and the intellectual perception of a particular truth, or belief in a particular creed, I see not why I should anticipate what seems to me the course of nature in developing the mental powers. Unaided by any precedent for this case, one can look only to the book of nature; and that seems to teach that we should prepare the soul for loving and worshipping God by developing its powers, and making it acquainted with his wonderful and benevolent works, before we lay down rules of blind obedience.

Should Laura's life be spared, it is certain that she can be made to understand every religious truth that it may be desirable to teach her. Should she die young, there can be no doubt that she will be taken to the bosom of that Father in heaven, to whom she is every day paying acceptable tribute of thanksgiving and praise, by her glad enjoyment of the gift of existence. With these views, while I am ready to improve every opportunity of giving what she seems to need, I cannot consent to attempt to impart a knowledge of any truth for which her mind is not prepared; and I would take this opportunity to beseech those friends of hers who differ from me, and who may occasionally converse with her, to reflect, that, while the whole responsibility of the case rests upon me, it is unjust in them to do what they may easily do, — instil into her mind notions which might derange the whole plan of her instruction.

The following conversation, taken from my minutes made at the time, will give an idea of the course of her thoughts on *spiritual* subjects. During the past year one of our pupils died, after a severe illness, which caused much anxiety in our household. Laura, of course, knew of it, and her inquiries after him were as frequent and as correct as those of any one. After his death I proceeded to break it to her. I asked her if she knew that little Orin was very sick. She said '*Yes.*' "He was very ill yesterday forenoon," said I, "and I knew he could not live long." At this she looked much distressed, and seemed to ponder upon it deeply. I paused awhile, and then told her that "Orin died last night." At the word *died*, she seemed to shrink within herself, — there was a contraction of the hands, a half spasm, and her countenance indicated not exactly grief, but rather pain and amazement; her lips quivered, and then she seemed about to cry, but restrained her tears. She had known something of death before; she had lost friends, and she

knew about dead animals, but this was the only case which had occurred in the house. She asked about death, and I said, "When you are asleep does your body feel?" "*No, if I am very asleep.*" "Why?" "*I do not know.*" I tried to explain, and used the word *soul*. She said, "*What is soul?*" "That which thinks, and feels, and hopes, and loves," said I, to which she added interrogatively, "*and aches?*" Here I was perplexed, at the threshold, by her inquiring spirit seizing upon and confounding material and immaterial processes. I tried to explain to her that any injury of the body was perceived by the soul; but I was clearly beyond her depth, although she was all eagerness to go on. I think I made her comprehend the difference between material and spiritual operations. After a while she asked, "*Where is Orin's think?*" "It has left his body and gone away." "*Where?*" "To God in heaven." She replied, "*Where? up?*" [pointing up]. "Yes." "*Will it come back?*" "No." "*Why*," said she. "Because his body was very sick and died, and soul cannot stay in a dead body." After a minute she said, "*Is breath dead? is blood dead? Your horse died; where is his soul?*" I was obliged to give the very unsatisfactory answer that animals have no souls. She said "*Cat does kill a mouse, why? has she got soul?*" Ans. — "Animals do not know about souls. They do not think like us." At this moment a fly alighted upon her hand, and she said, "*Have flies souls?*" I said "No." "*Why did God not give them souls?*" Alas for the poverty of her language, I could hardly make her understand how much of life and happiness God bestows even upon a little fly!

Soon she said, "*Can God see, has he eyes?*" I replied by asking her, "Can you see your mother in Hanover?" "*No!*" "But," said I, "you can see her with your mind; you can think about her, and love her." "*Yes*," said she. "So," replied I, "God can see you and all people,

and know all they do; and he thinks about them, and loves them; and he will love you and all people if they are gentle and kind and good, and love one another." "*Can he be angry?*" said she. "No; he can be sorry, because he loves all folks, and grieves when they do wrong." "*Can he cry?*" said she. "No; the body cries because the soul is sad, but God has no body." I then tried to make her think of her spiritual existence as separate from her bodily one; but she seemed to dislike to do so, and said eagerly, "*I shall not die.*" Some would have said she referred to her soul; but she did not, she was shrinking at the thought of physical death, and I turned the conversation. I could not have the heart to give the poor child the baneful knowledge before I had prepared the antidote. It seems to me that she needs not the fear of death to keep her in the path of goodness.

It would have been exceedingly gratifying to be able to announce a more perfect development of those moral qualities on which true religion is founded; but it was hardly to have been expected; those qualities are among the last to develop themselves, and are of tardy growth; we could have *forced* them out, perhaps, by artificial culture, but that would have been to have obtained a hot-house plant instead of the simple and natural one that is every day putting forth new beauties to our sight. It is but thirteen years since Laura was born; she has hardly *lived* half that number, yet in that time what an important mission has she fulfilled! how much has she done for herself, how much has she taught others! deprived of most of the varied stimuli furnished by the senses, and fed by the scantiest crumbs of knowledge, her soul has nevertheless put forth the buds of the brightest virtues, and gives indication of its pure origin and its high destination.

Respectfully submitted,

S. G. HOWE.

[Extract from Dr. Howe's report for the year 1843.]

During the past year a marked change has taken place in the condition of Laura, of such a nature as to render apparent to those around her that her thoughts and feelings are becoming more matured. Her physical strength, which was formerly but feeble, has gradually and steadily increased, so that she is now, for one of her constitution, quite robust. The length of her daily walks would prove fatiguing for many of our young ladies even to think upon; for she usually walks at least six miles with no appearance of weariness, as it is her common custom to remain standing for the remainder of the evening. How far her habit of leaning heavily upon the arm of her teacher, in her promenades, may contribute to remove this sense of fatigue, may be a matter for question; but, thus relying, her step is firm, and her manner perfectly fearless when she walks. With this increased strength of constitution, her nervous disposition has undergone considerable change; her outbreaks of laughter and bursts of expression are no longer so sudden and violent.

It will be remembered that when she came to the institution she was destitute of the sense of smell, and that her sense of taste was also imperfect, — a natural result of the loss of the former sense. With regard to these senses, there has been, in some respects, a manifest improvement during the past year. She seems now like one acquiring the sense of smell, and with this sense that of taste has evidently advanced. She has never, however, been known to apply any article to her nose for the purpose of forming a more accurate judgment respecting it, as Oliver Caswell and many of the blind pupils are in the habit of doing. As evidences of her increased power in the sense of smell, it may be mentioned that she has repeatedly distinguished in the room over the kitchen the odor of roasting meat. When seated

at table, also, she has been seen, after having partaken of one dish, to inspire like one engaged in smelling, and then to request to be helped from some dish of the presence of which she had been kept ignorant.

In *language* she has made rapid progress during the past year; and such is her present advancement, that she now acquires a dozen new words, at least, where she before learned only one. These words are not merely the names of tangible and sensible objects, but even words more obscure in their meaning. One method pursued by her teacher has been to read a story to her, in the course of which new words would occur; these were carefully explained, and on the next day Laura has been able to tell the story in her own language, frequently using the words explained, and in proper connection.

The long words please her most, and are most used by her afterwards. From this circumstance, and because she associates so much with adults, the language used by her partakes more of the adult character than is common with young persons of her age. Her vocabulary of words, when compared with that of children of twelve years of age, in full possession of their faculties, may be considered equally copious, but more matured.

With the words she has learned she is perfectly familiar; and, in conversation and writing, she never falters in selecting those which exactly express the thoughts she wishes to convey. She spends a portion of each day in writing in her journal, in which she notes every little circumstance which transpires in the institution that comes to her knowledge. She also is in the frequent habit of writing letters to many persons who have opened a correspondence with her. It is an exercise in which she takes much pleasure.

In addition to instruction in language and in writing, she has during the year been studying geography and arithmetic. As stated in the last annual report, she had just commenced

these studies. With regard to geography, she had, a year since, acquired a definite and accurate notion of the points of compass and of territorial boundaries, and had learned the boundaries of the city and a few of the neighboring towns. The plan pursued in teaching her this science was alluded to in the last report, and is one which the seeing would do well to follow. Laura was first taught the points of compass in a room, then the boundaries of the room. She next learned the geography of the house, and of the grounds on which it is situated. Having advanced thus far, the effort was made, and with success, to present to her mind an accurate idea of points of land, capes, bays, harbors and rivers, by taking her to walk in places near them. A further step was made, when she became acquainted with the boundaries of South Boston, after which she was permitted to learn the boundaries of the city proper by crossing its bridges. Gradually and slowly was she taught the geography of one town after another, till she became acquainted with all of any note in the State of Massachusetts, as indicated on the map. She is now able to bound all the States in the Union; can tell their principal towns, the rivers, their rise, course and termination, the productions, the natural curiosities, and much of the natural history of each State, in a manner more correct than most seeing children of her own age, or older. Her knowledge of geography is not limited to the United States. She has studied that of North and South America, and her knowledge of the whole of the American continent is far more extensive and correct than is possessed by many who are called educated persons.

Being taken a few days since to a large globe, and the Russian possessions in North America pointed out to her, she was able without hesitation, so accurate was her judgment of geographical position and distance, to place her finger at once upon Boston, a mere point on the surface

of the globe, and not larger than the head of a pin. This was the first time she had ever been taken to the globe for the purpose of instruction.

During the hour devoted to geography, her instructor, by way of amusement, has occasionally told her something of astronomy. As an instance of the accuracy of her calculations, and the retentive character of her memory, when the length of the year of the planet Herschel was explained to her, she burst into a fit of laughter, and said, how *very young* the Doctor would be if he lived in that planet.

In mathematics, one great advantage, at least, has been gained. Her former repugnancy to mental arithmetic has been in a great measure overcome by the assiduous attention of her teacher. A year ago she had attained a certain degree of acquaintance with numbers. Since then she has been taught in Colburn's Mental Arithmetic, which she appears to comprehend as readily as most children of her age, and solves the most difficult questions it contains by mental effort only. Twenty, thirty, and even forty sums, are the usual number which she performs in an hour's lesson. Having now thoroughly studied and comprehended this work, she will be instructed in one of more advanced character.

In her moral conduct, Laura has uniformly exhibited those beautiful traits which have ever distinguished her. Her love of truth, perceptions of right and wrong, and detestation of deception, are daily exemplified in her life and action.

[Extract from Dr. Howe's report for the year 1844.]

APPENDIX A.

To the Trustees.

GENTLEMEN: — I have the honor to lay before you the following report upon the history and instruction of Laura Bridgman.

In preparing it I have introduced some speculations which

may appear trite or uninteresting to those conversant with metaphysics. I have also indulged in some reflections upon such points as seemed to have any bearing upon common instruction, and these may seem trivial and unnecessary to practical teachers. But in apology let me say that there are a vast number of persons who take a deep interest in the case, who are neither metaphysicians nor teachers, and they will perhaps prefer even my crude speculations and reflections to a bald narration of facts.

To such let me say, in the first place, that nothing can show in a more clear and forcible manner than Laura's case the difficulties to be overcome when we learn our vernacular tongue, and the inferiority of artificial to natural methods in the acquisition of language.

The difficulties in the way of the deaf mute are very great; so great, indeed, that we may safely say they are never entirely overcome; because, although ingenious men by centuries of labor have built up a beautiful system by which the mutes are enabled to read, to write, and to converse with ease and with pleasure, still they must, in spite of education, remain insensible to many of the charms of conversation, and the beauties of style, both of prose and of verse. But this beautiful system is addressed entirely to the eye, and poor Laura has no sight.

She has a good intellect, she has been seven years under instruction; her teachers have not been wanting in zeal and diligence, and she has been herself untiring in her efforts; and yet she is now on the verge of womanhood, without so much acquaintance with language as a common child of six years old. This often excites the surprise of visitors who have known the history of her case for a long time, and have taken great interest in it.

In truth, people seldom stop to reflect upon the nature of arbitrary language, upon its essential importance to the development of the intellect, or upon the wonderful process

by which we gradually advance from the power of naming single objects to that of condensing many of them into one complex term; from the alpha of language, *mamma!* up to its omega, *universe!*

How much is asserted in the simplest sentence, as this, for instance, "We might have been more truly happy had our widowed father remained contentedly with us." Here is the assertion of the plurality of persons; of their condition in past time; of the fact of their having been moderately happy in the society of their father; there is the negation of their entire happiness; the implied doubt whether, after all, they would have been happier; their relation as children; their regret at their father's departure. Of the other person it is directly affirmed that he had been with his children; it is implied that he had been married; that he had lost his wife, not by separation, but by death; that he was not contented to remain with his children; that he had gone away from them; that he might have remained with them, etc.

When we reflect upon that principle of the mind which requires that all possible objects, qualities and conditions must be linked so closely with signs that the perception of the signs shall recall them necessarily and instantly; when we consider how much is attained by young persons who a few years ago could hardly master baby's prattle, but who now have all the vast sweep of thought, the great amount of knowledge, the degree of reflection, of separation, and of generalization necessary to comprehend such a phrase as, —

> "Count all the advantage prosperous vice attains,
> 'Tis but what virtue flies from and disdains;"

we may say with the ancient, "There is but one object greater than the human soul, and that is its Creator."

The space between the starting point of the infant and that obtained by the mature man is immense; but our

minds, aided by language, which gives to them wings, skim swiftly and delightedly over the whole, as the wild fowl flies from zone to zone; while Laura is like one of those birds shorn of its wings, and doomed to attempt the vast distance on its weary feet. If persons will only make these reflections, they will be inclined rather to wonder that she has gone so far, than to feel surprised at her not having gone farther.

With these preliminary remarks, I proceed to a notice of her progress during the year 1844. I was in Europe during the first half of the year, and the most serious cause of regret which I have for my absence is the interruption which it caused in my supervision of her education. It may be that I should not have been able to prevent all unfavorable impressions upon her mind, even had I been always here; they were perhaps inevitable at her age, and with her increased capacity for conversation with others; but at any rate I should have tried.

Her teacher, Miss Mary Swift, has been faithful and industrious; and in the intellectual instruction she has shown great tact and ability. Had all others been as discreet and wise as she, we should not have to regret some impressions which the child has received, and which I shall presently mention.

Her bodily health has been very good during the whole year. She has increased in stature, and her figure, which is more fully unfolded, is well proportioned in all its parts, and strong and graceful. She continues to improve in the knowledge and use of language, as will be shown by the extracts from her teacher's journal, in which were recorded at the moment, and with great exactitude, the very words she used.

MY DEAR MRS. HOWE: 24th MARCH, 1844.

I want to see you very much, I hope you are very well. Miss J. is very well and happy, I think of you very very often.

I was very much pleased to receive a letter from you, and I liked it very much. When you come home, I shall shake your hands and hug and kiss you very hard because I love you and am your dear friend. Miss J. is making a nice worsted chair for you to please you very much for a new house. I send much love to you and a kiss. Are you very glad to receive letters from me? One night I dreamed that I was very glad to see you again and that I slept with you all night. I hope that you do not forget to talk with your fingers. I am sad that people are very idle and dirty and poor. I write many letters to you because I love you very much. My mother wrote a letter to Miss J. that she was very sick and my little sister was quite sick, but they are getting well. I am very well. I am your dear friend. I try very hard about America and Europe and Asia and many other things. I can say ship, paper, Dr. baby, tea, mother, and father with my mouth. My teacher always reads a story to me: she is kind to me: she sets me a good example.

My dear friend good bye,

LAURA BRIDGMAN.

In another letter written soon after, she said: —

I am happy that your baby is so happy to see the bright light. I want you to come here *now*; if you do not come quick, then I must send a long string to pull you over the sea to South Boston. I thought of you and Julia, and Dr. many times; that they would love me very much, because I love them and you so much.

The following are extracts from the teacher's journal: —

APRIL 3, 1844. At nine, when Laura came down, she said, "My heart beats very quick, it is sick." I asked what made it so. "Long ago, when Drew was my teacher, my heart beat quick and ached, because I felt very sad that Adeline died, and I did not know about going to heaven." I asked her if that made her heart ache now? She said, "Monday I thought much about my dear best Friend, and *why* I should die, and it made my heart beat quick, and I thought if I should know when He took

my breath, and I tried to draw breath and could not. Do you ever lose breath?" To change the conversation, I said, "Yes, when I run up stairs quickly." "I have lost part of the heart," said she; "it is not so large as it was when I was small." I asked when she lost it. "I think it went to my lungs. My blood ran quickly and made my heart beat quickly."

APRIL 8. At nine commenced the lesson, by telling Laura about the railroad from St. Petersburgh to Moscow, and that they were going to have a man from the United States to build it, and about the expense, distance, etc. She asked how the people could get four million dollars to pay for it. This introduced the Emperor Nicholas, his rank, office, etc.; and from that she asked what the man was called who took care of Americans. Told her about the President of the United States, his name and residence. I asked her if she remembered Harrison. At the time of his death she saw several ladies with crape on their arms, and she made one for herself. When I recalled this to her mind, she asked why the people wore it. This introduced the subject of wearing black in mourning, which she has never known anything about before. While talking of Harrison, I told her the people were sad because they could not have him to take care of them. She said, "Were they sad that he went to heaven and was very happy there?" Promised her a continuation of the lesson to-morrow.

One of her exercises consists in having a simple story read to her, of which she is to give a version the next day in her own language. Her first original composition, however, gives a better idea of her use of language than her letters, in writing which she has adopted too formal a style. The whole story is her own invention:—

There was a little girl named Jane Damon who lived in the country with Mrs. Damon. She was a very good and amiable, and was never cross any. Jane always obeyed her mother. One day she went with her mother to see her friends and they went to see beautiful flowers in the garden. When Mrs. Damon told Jane, you must go to school, she got ready as fast as

she could. She had the books and writing in her own desk. Her teacher was very kind to her scholars. Her name was Miss Charlotte. Mrs. Damon gave Jane a beautiful present. Her sister asked what it was and her mother said it was a ring called diamond stone in it. After a few days her mother took Jane to see her grandmother and staid for one week. She had a very pleasant visit. Mrs. Damon had a little girl named Clara Damon, and Jane took good care of Clara, while her mother was away a little while. It did not cry any for some milk, but Jane fed Clara with a spoon she loved her so much.

Her teacher says: —

AUGUST 26. At eight she was talking about a variety of subjects, and among the number, of sickness. She said, "I was sick last year and my *mind* was dizzy, and I was much frightened in my heart." Then she wanted to know the meaning of *insensible*, and of *crucified*. I thought I could give her a general definition that would satisfy her as well as anything else, and I told her it was to make a cross. She said, "Jane Damon crucifies the wires for her basket, and winds the worsted upon them." I had to tell her she did not understand it, and had better not use it. The next word was *mingle;* defined it by *mix*, but she did not understand that any better. Gave her an example of the use of the two words; and she said, "The drunkard mixes sugar and rum to drink." Then she wished me to understand that she had not forgotten anything, and gave me a recapitulation: "Perish is to die; you told me last winter. Machine; my writing board is a machine to write with. Require is when I tell you you must mend my stockings; I require you to do them. I require you to read my story to Jane Damon." She is still on the globe, in geography, and studying the zones. To-day the lesson was to tell in what zone the different countries in South America were; which, with a great deal of difficulty, she accomplished.

Mention was made in a former report of her disposition to use the lungs and vocal organs. She still shows this; and so does Oliver Caswell, though to a much smaller

extent than Laura. The manner in which she uses these organs seems to show their natural office, and would settle the question (if it be any longer a question) whether they were destined by nature to be the medium of intellectual communication among men, or whether they were selected from among other equally possible means for interchange of thought; as pantomime, arbitrary visible signs, etc.

When Laura feels any strong emotion, her chest is inflated, the air is retained a moment, and then expelled with quickness and force, and is often interrupted in its passage by the glottis, tongue or lips, thus producing a variety of interjections. The fact of these broken sounds will be interesting to the philologist, because they form the connecting link between natural language and speech; two things sometimes confounded, but which differ widely from each other; natural language is the servant of the heart; speech is the handmaid of the intellect.

Deaf mutes generally, when they are moved by feeling, gesticulate violently and also make broken sounds with the vocal organs, thus bringing in the adjuncts of speech, as we add gestures to our language when we are excited. Pains have been taken with Laura to suppress her disposition to make these disagreeable interjections; for, although they may be considered as parts of natural language, it is language natural only in the rudest state of society, in the lowest development of intellect; and she is to live in a society where they would be disagreeable. The correction, however, is not easy to make. She may have been sometimes checked too abruptly, and in a way to let her perceive that it was done rather for the gratification of others than for her own good; and children always resist the unconditional surrender of their own will to that of another, unless the summons be made in the irresistible language of love, which is the *open sesame* to every child's heart.

Her teacher was one day talking with her on the subject,

and showing her the propriety of repressing these noises, when she said she did "not always try not to make them." Miss Swift urged her reasons for wishing her to do so, when Laura said, "*But I have very much voice!*" This was the truth of the matter; the nervous energy which rapidly accumulated within her while sitting still, found in this way a partial means of escape; and it was as hard for her to restrain it, as it is for little boys who have "very much motion in them" to sit still in school when unoccupied. The fluid accumulates within them until it makes them uneasy, and they relieve themselves from the pressure by suddenly pushing or kicking their neighbors, or by some motion of the body which acts like the opening of a safety valve, and leaves them quiet for a while.

She was not inclined to give up the argument entirely, and said, in her defence, "God gave me much voice." She yielded, however, and saw the reasonableness of the request, especially as she had particular hours when she could make as much noise as she wished to do. At such times she often goes into a closet, and, shutting the door, indulges herself in a surfeit of sounds.

Great interest has been manifested on all sides to know the effect of religious instruction upon her mind, and not without good cause. I have always thought it desirable on many accounts to give her such ideas, and such only, on this and other important topics, as she shall be able always to retain. It is painful to be forced to relinquish ideas which by long possession have become regarded as much one's own, — as much a part of one's self as one's property or one's limbs. We defend our religious, political, and other opinions with a zeal not proportionate to their truth, but to the length of time and the closeness of intimacy with which we have associated them with ourselves. When we have never contemplated the possibility of their falsity, the refusal of others to admit them as true, and, still more,

the attempt to destroy them, often excites as much passion as would the protest of a draft, or an assault upon the person. Some men may preserve their elasticity of mind, and retain unimpaired their confidence in their last belief, after the abandonment of several creeds, especially if blessed with self-complacency, but all cannot do so; for, if the soul have drifted from several anchors in the storm of infidelity, it will hardly rely even upon the *best bower* of faith, as perfectly sure and steadfast.

It seems especially desirable that Laura should never be obliged to remodel her faith. There is a moral in the story of the boy who, when the microscope first revealed to him the minute and wondrous structure of one of his hairs, was surprised and pained at not finding the number upon it. He had believed literally that the hairs of his head were all numbered; and, being of a shy nature, he would not ask any explanation, but allowed his faith in the Bible to be seriously impaired. Laura can never use a microscope, but she will, by and by, bring the magnifying power of mature judgment to bear upon all that she now takes unhesitatingly from others as literal truth; and I would that she might always find the *number* written upon everything on which she had been led to look for it.

But I have given, in former reports, some of my reasons for deferring this most important part of her education, and I need not now repeat them; suffice it to say, that I wished to give her only such instruction about religion and God as she was prepared to receive and understand, so that her moral and religious nature should be developed *pari passu* with her intellect. It was delightful for me to find that, without any particular direction being given to it from without, her mind naturally tended towards the causes of things; and that, after an acquaintance with the extent of human creative power, she perceived the necessity of superhuman power for the explanation of a thousand daily re-

curring phenomena. She could not, indeed, like the poor Indian, "see God in clouds and hear Him in the wind;" but when He was manifest in the springing grass, the bursting flower and the ripening fruit, the genial sun, the falling rain, the driving snow, — these, and countless other things which became known to her by her single sense, made her aware of a power transcending the power of man. It would have been more delightful still to lead her wondering mind to the perception of the higher attributes of God, as her capacity for such perception was unfolded, until, her moral nature being fully developed, she might have been as much impressed with love for His tender mercies as she had been with wonder at His almighty power.

I am aware that many say it is impossible that Laura, ignorant as she is, should have by herself conceived the existence of God; because it is said that, of the thousands of deaf mutes who have been received into the institutions of this country, no one ever arrived at that truth unaided. Now, there is very great vagueness in such general negations; the words can be taken in various senses, and are difficult to be proved in any. It may be said that no man ever arrived at the knowledge of the fact that ten and ten make twenty, by the unassisted efforts of his own mind; for, if he had never associated with other human beings, he would probably never have perceived that relation between numbers.

The words "knowledge of God" may also be understood in different ways. If a child ascertains that tables and chairs and carpets, houses, ships and machinery, carriages, tools, watches, and a thousand other things, are made by men, and then infers that the sun, moon and stars, the hills, rivers and rocks, must have been created, but could not have been made by man, — that child has an idea of the existence of God; and when you teach him the three letters, G — O — D, you do not make to him a revelation

of God's existence, you only give to him a name for a power the existence of which he had already conceived in his own mind. We teachers are apt to overrate our own efforts; let us attempt to convey a knowledge of abstract truth to parrots and monkeys, and then we shall know how much is done by children and how little by ourselves. It is in this sense that I mean to be understood, when I say that Laura Bridgman, of herself, arrived at the conception of the existence of God.

Unless there has been some such intellectual process in a child's mind, the words Deity, etc., must be utterly insignificant to it. We pronounce certain words with great solemnity and reverence, and the child perceives and understands our manner, for that is the natural language of our feelings; he imitates us, and the repetition of the words will ever after, by association of ideas, call up in his mind the same vague feelings of solemnity and reverence; but all this may be unaccompanied by anything like an intellectual perception of God's existence and creative power.

It will be said that children three years old will repeat devoutly the Lord's prayer, and tell correctly what God did on each of the six days of Creation; but in so doing they too often take the name of the Lord in vain, and sometimes, alas! worse than in vain.

Children wish to attach some ideas to every sign which is given to them. We give them words as signs of things before the capacity of understanding the things is developed in their minds; they attach to the sign some idea, no matter how inappropriate or grotesque, and there it remains, trammelling the thoughts and preventing them from afterwards using the words in a right sense. How vague is the idea which many people attach to some words! and of how much mischief to the world has this vagueness been the source! How long does it take us to sever these ties! how many of us go to our graves without

ever breaking a fibre of them, without ever having divested words of the crude ideas attached to them in childhood, or contemplated the things with the clear eye of reason! We look with contempt upon a man who is instantly and irresistibly moved to solemnity of feeling and to acts of devotion by the bare sight of two pieces of wood nailed together cross-wise, or by the elevation of the host; but how many sounding words which are insignificant in themselves are dinned into our ears to excite our feelings, or overpower our reason, in the same way that the sublime image is held up before the eyes of our wondering brother!

It may be said that no human being can have any adequate idea of God's attributes, and that therefore all we have to do is to give Laura such ideas of Him as pious Christians form from the study of natural and revealed religion; but, I know not what others may do, I cannot do this. Every man sees God according to his own capacities and his own nature. The power of poor Laura's God must be weakness compared to the strength of Newton's, who saw Him guiding the huge planets along in their eternal course; the love of her God must be selfishness compared to the love of the God of Howard, the philanthropist, who embraced in the arms of his affection the whole human family: but so must the power and love of the God of Newton and of Howard be weakness and selfishness compared to those attributes as seen by the cherubim and seraphim, each of whom see Him with a vision transcending that of the other, all of whom see Him with power transcending human, but none of whom can see Him as He is.

I might long ago have taught the Scriptures to Laura; she might have learned, as other children do, to repeat line upon line, and precept upon precept; she might have been taught to imitate others in prayer; but her God must have been her own God, and formed out of the materials with which her mind had been stored. It was my wish to give her gradually

such ideas of His power and love as would have enabled her to form the highest possible conception of His divine attributes. In doing this, it was necessary to guard, as much as I could, against conveying impressions which it would be hard to remove afterwards, and to prevent her forming such notions as would seem unworthy to her more developed reason, lest the renouncement of them might impair her confidence in her own belief.

But various causes have combined to prevent what seemed to me the natural and harmonious development of her religious nature; and now, like other children, she must take the consequences of the wise or unwise instruction given by others. I did not long hold the only key to her mind; it would have been unkind and unjust to prevent her using her power of language as fast as she acquired it, in conversation with others, merely to carry out a theory of my own; and she was left to free communication with many persons even before my necessary separation from her of more than a year.

During my absence, and perhaps before, some persons more zealous than discreet, and more desirous to make a proselyte than to keep conscientiously their implied promise of not touching upon religious topics, — some such persons talked to her of the Atonement, of the Redeemer, the Lamb of God, and of some very mystical points of mere speculative doctrine. These things were perhaps not farther beyond her comprehension than they were beyond the comprehension of those persons who assumed to talk to her about them; but they perplexed and troubled her, because, unlike such persons, she wished that every word should be the symbol of some clear and definite idea. She could not understand metaphorical language; hence the Lamb of God was to her a *bona fide* animal, and she could not conceive why it should continue so long a lamb, and not grow old like others, and be called a sheep.

I must be supposed to mention this only as her faithful

chronicler, and to do it also in sorrow. If the poor child spoke inadvertently on such topics, it was without consciousness of it, and she was made to do so by indiscreet persons, not by any communications of mine or of her teacher. We shall never speak to her of Jesus Christ, but in such a way as to impart a portion at least of our own reverence, gratitude and love.

During my absence in Europe I received from her several letters, and among others the following: —

24th of March, 1844.

My Dear Dr. Howe:

I want to see you very much, I hope that you will come to South Boston in May, I have got a bad cough, for I got cold when I came home, in much snow with Miss Swift, but my cough is little better. When you come home I shall be very happy to have you teach me in the Psalms Book, about God and many new things I read in the Harvey Boy's Book every Sunday. I am learning Asia now, I will tell you all about new things to please you very much. Why do you not write a letter to me often? Do you always pray to God to bless me. I think of you often. I send a great deal of love to you and Mrs. Howe. I shall be very happy to see you and her when you come home. I always miss you much. All the girls and I and Lurena had a very pleasant sleighing seven miles to a hotel. We had nice drink of lemon and sugar and mince pie and sponge cake. Governor Briggs came twice to see us and the blind scholars. We are all well and happy and strong. I have not seen you for ten months, that is very long. I wrote a letter to Governor and he wrote a letter to me long ago. Mr. Clifford is a Dr. now to cure his wife. I wrote a letter to her. I want you to write a letter to me. Miss Swift sends her love to you. Are you in a hurry to see me and J. again? I would like to live with you and your wife in a new house, because I love you the best. All folks are very well and happy. I want you to answer my last letter to you about God and Heaven, and souls and many questions.

My dear friend good bye.

LAURA BRIDGMAN.

In reply I wrote her as follows: —

My Dear Little Laura: — Mrs. Howe has a sweet little baby; it is a little girl. We shall call her Julia. She is very smooth, and soft, and nice; she does not cry much, and we love her very, very much. You love her too, I think, do you not? But you never felt of her, and she never kissed you, and how can you love her? It is not your hands, nor your body, nor your head, which loves her and loves me, but your soul. If your hand were to be cut off, you would love me the same; so it is not the body which loves. Nobody knows what the soul is, but we know that it is not the body, and cannot be hurt like the body; and when the body dies the soul cannot die. You ask me in your letter a great many things about the soul, and about God; but, my dear little girl, it would take very much time and very many sheets of paper to tell you all I think about it, and I am very busy with taking care of my dear wife; but I shall try to tell you a little, and you must wait until I come home, in June, and we will talk very much about all these things. You have been angry a few times, and you have known others to be angry, and you know what I mean by anger; you love me and many friends, and you know what I mean by love. When I say there is a spirit of love in the world, I mean that good people love each other; but you cannot feel the spirit of love with your fingers, it has no shape nor body; it is not in one place more than another, yet wherever there are good people there is a spirit of love. God is a spirit; the spirit of love. If you go into a house, and the children tell you that their father whips them, and will not feed them; if the house is cold and dirty, and everybody is sad and frightened, because the father is bad, and angry, and cruel, you will know that the father has no spirit of love. You never felt of him, you never had him strike you, you do not know what man he is, and yet you know that he has not the spirit of love, — that is, he is not a good, kind father. If you go into another house, and the children are all warm, and well fed, and well taught, and are very happy, and everybody tells you that the father did all this, and made them happy, then you know he has the spirit of love. You never saw him, and

yet you know certainly that he is good; and you may say that the spirit of love reigns in that house. Now, my dear child, I go all about in this great world, and I see it filled with beautiful things; and there are a great many millions of people, and there is food for them, and fire for them, and clothes for them, and they can be happy if they have a mind to be, and if they will love each other. All this world, and all these people, and all the animals, and all things, were made by God. He is not a man, nor like a man; I cannot see Him nor feel Him, any more than you saw and felt the good father of that family; but I know that He has the spirit of love, because He, too, provided everything to make all the people happy. God wants everybody to be happy all the time,—every day, Sundays and all, and to love one another; and if they love one another they will be happy; and when their bodies die, their souls will live on and be happy, and then they will know more about God.

The good father of the family I spoke to you about, let his children do as they wished to do, because he loved to have them free; but he let them know that he wished them to love each other, and to do good; and if they obeyed his will they were happy; but if they did not love each other, or if they did any wrong, they were unhappy; and if one child did wrong it made the others unhappy too. So in the great world. God left men, and women, and children, to do as they wish, and let them know if they love one another, and do good, they will be happy; but if they do wrong they will be unhappy, and make others unhappy likewise.

I will try to tell you why people have pain sometimes, and are sick and die; but I cannot take so much time and paper now. But you must be sure that God loves you, and loves everybody, and wants you and everybody to be happy; and if you love everybody, and do them all the good you can, and try to make them happy, you will be very happy yourself, and will be much happier after your body dies than you are now.

Dear little Laura, I love you very much. I want you to be happy and good. I want you to know many things; but you must be patient, and learn easy things first, and hard ones afterwards. When you were a little baby you could not walk, and you learned first to creep on your hands and knees, and

then to walk a little, and by and by you grew strong, and walked much. It would be wrong for a little child to want to walk very far before it was strong. Your mind is young and weak, and cannot understand hard things; but by and by it will be stronger, and you will be able to understand hard things; and I and my wife will help Miss Swift to show you all about things that now you do not know. Be patient, then, dear Laura; be obedient to your teacher, and to those older than you; love everybody, and do not be afraid.

Good bye. I shall come soon, and we will talk and be happy.

Your true friend,

DOCTOR.

Before receiving this, she wrote me again, as follows: —

My Very Dear Dr. Howe:

What can I first say to God when I am wrong? Would he send me good thoughts and forgive me when I am very sad for doing wrong? Why does he not love wrong people if they love him? Would he be very happy to have me think of Him and Heaven very often? Do you remember that you said I must think of God and Heaven? I want you to please to answer me to please me. I have learned about great many things to please you very much. Mrs. Harrington has got a new little baby eight days last Saturday. God was very generous and kind to give babies to many people. Miss Roger's mother has got baby two months ago. I want to see you very much. I send much love to you. Is God ever ashamed? I think of God very often to love Him. Why did you say that I must think of God? You must answer me all about it, if you do not I shall be sad. Shall we know what to ask God to do? When will he let us go to see Him in Heaven? How did God tell people that he lived in Heaven? How could he take care of folks in Heaven and why is he our Father? When can he let us go in Heaven? Why can not He let wrong people to go to live with Him and be happy? Why should he not like to have us ask him to send us good thoughts if we are not very sad for doing wrong?

I give the following extract from my own journal, as a specimen of the method of conversing with her on such subjects: —

In talking with Laura to-day, on the subject of the Deity, I said, "How do men make bread?" "*From wheat.*" "How do they make wheat?" "*They cannot make wheat,*" said she. "Then how do they get it?" said I. "*God makes it grow.*" "Why?" "*For man to eat,*" said she. I then explained to her that some birds and animals eat grain, and asked, "Why does God give it to them?" She said, "*To make them happy.*" "But does he love them?" said I. "*No,*" said she; "*they have no souls.*"

I then told her there are some beautiful islands on the globe, where the sun shines clearly and warmly; where there are rich meadows and sweet flowers, and tall trees, and shady groves; where the brooks run merrily down the hills, and where there are plenty of delicious fruit and nutritive plants; that these islands are never visited by man, yet nevertheless that thousands of birds are singing in the branches, and rejoicing over their little ones; that the young animals are frolicking on the soft grass, and the old ones looking on them with silent joy; that the fishes are swimming briskly about in the clear streams, and leaping out sportfully into the air, and that all this has been going on thousands of years. After thus trying to give her as vivid a picture as I could of the happy inhabitants of these peaceful isles, I asked her who made such beautiful places? She said, "God." "But for what did He make them?" "To make the animals all happy," said she; and added, of her own accord, "God is very good to make them happy.'. She then meditated a little, and said, "Can they thank Him?" "Not in words," said I. I then went on to show her that He had no need of thanks in words; that He did not do these good things in order to be thanked; when she

stopped me by asking, why He did not give them souls? I tried to explain how much of reason and sense they really possess, and how grateful all of God's children should be for what they have, without asking why it was not more; when she said, suddenly, "Why is God never unkind or wrong?" I tried as well as I could to explain the perfection of God's character, and its freedom from human frailties; but alas! how vain is the effort, when neither teacher nor pupil have any other standard than human littleness by which to measure God's greatness.

There is this constant difficulty with her (and is it not one too much overlooked in the religious instruction of other children?), that, being unable to form any idea of virtue and goodness in the abstract, she must seek it in the concrete; and her teachers and friends, frail and imperfect beings like herself, furnish the poor impersonations of the peerless attributes of God. This difficulty might have been avoided, I think, by the plan which I had marked out for the orderly development of the intellectual faculties and moral sentiments, and which was simply to follow the natural order; but, since that plan has been marred by the well-meant officiousness of others, there remains only to remedy, as far as we can, what we cannot cure entirely, — the bad effects of ill-timed direction of her thoughts to subjects too far above her comprehension.

After the conversation related above, I went on to illustrate, as well as I could, the difference between human and divine care of animals. I said, "Why does man take care of a cow, and get hay into his barn to feed her in winter?" "Oh," said she, "to get her milk." "Why does he take care of his horse, and keep him covered with a warm blanket, and feed him?" "That is to ride him well," said she. "Why do people keep cats, and feed them?" "To catch mice." "Why do farmers take such good care of sheep?" "To get wool." "But when the cow and the sheep are old,

and cannot work, what does man do?" "He kills to get meat." "Well," said I, "why does God make the grass to grow in the meadow, and let the cow eat it, — does He want her milk?" "No, no!" said she. "Does he need the wool of the sheep?" "No, no!" replied she, vehemently, "He does not want anything!" Presently she said, "How do men know whether cows are willing to give them their milk?" I said, "They do not know, and do not care." She mused a while, as is her wont when talking on a new subject, and said, "The little lambs and young animals play, — why do not sheep love to have their pleasure?" I explained how they had pleasure in giving milk to their young; how they loved to eat the tender grass, and lie in the shade. She seemed to have another difficulty, and said, "Why do cats want to kill mice? they have no love." To answer this question, it would have been necessary to open up the whole of that wonderful and benevolent scheme by which God, through the agency of death, bestows the blessings of existence upon myriads of generations, instead of upon a single one; and this scheme, like many others, can only be fully explained to her when her reasoning powers are fully developed.

There are a great many things with the existence of which most young persons are familiar, but of which Laura, as yet, knows nothing, — such as wars and fightings, crimes of various kinds, severe accidents and awful deaths.

Not long ago allusion was made, incidentally in conversation with her, to murder and capital punishment; when she instantly asked, with much eagerness and with an expression of horror, why a man should kill another. The explanation was painful, and probably unsatisfactory; but not more so than that which followed, of capital punishment. She was perplexed to know why men should kill the murderer; and her simple question amounted to asking why they try to remedy one evil deed by perpetrating a like deed. It was

as forcible as if put by Beccaria himself; nor could I answer it, except by assuming the homeopathic axiom, "that like cures like."

It may be remembered that, in the report of the year before last, mention was made of an instance where she was led by strong temptation to tell an untruth; and of the deep regret and repentance which she manifested when she found how much wrong she had done to herself, and how much grief she had caused her friends. It seems that the lesson has not been forgotten, for I find the following record in the teacher's journal: —

At nine, talked with Laura an hour. She asked, "Do you remember about the woollen gloves that I had two years ago? and that I hid them and told lie about them, because I did not like them?" She talked of nothing but this the whole hour; said she was sorry she did so, and that the reason was because she preferred to wear kid gloves. She spoke of her work yesterday, and I told her she was very industrious to knit so much. She appeared very happy, and told me she would try to be very gentle all day, and not tire me, because I was very weak and sick.

We have not been so fortunate, however, as to avoid all explosions of passion, but I am constrained to say I think that is less her fault than ours. The following record in her teacher's journal I read with grief equalled only by surprise: —

February 2, 1844. At twelve I was talking with her in the school-room about the different kinds of coal, and the manner of making charcoal; we had just commenced the latter subject, when I noticed that she had left her handkerchief upon the desk. I have always objected to this, and told her to keep it in her desk. She has never refused to do it, though I have noticed frequently that she did it with great reluctance, but have never spoken to her on the subject afterwards. To-day, when I told her to put it in the desk, she hesitated as usual, and put it in

her lap, saying, "I prefer to put in my lap," and then held up her hand for me to go on with the story. I said, "I told you to put it in the desk, and now I want you to do it." She sat still for about two minutes, and then lifted the lid very high, threw the handkerchief into the desk, and let it fall with such a noise as to startle all in the school-room. Her face was growing pale, and she was evidently getting into a passion. [This was the moment to cease urging her, and to leave her to herself for awhile.] Whenever I have seen anything of this kind, the question, "Are you angry?" has always recalled her to her senses; but now she answered, "I am very cross." I said to her, "I am very sorry, and I am sorry you shut the desk lid so hard; I want you to open it again, and take your handkerchief to put it in gently." Putting on a very firm look, she said, "I will take it out to wipe my eyes," meaning, *but not to mind you.* I told her I wanted her first to put it in gently. After a moment's hesitation, she took it out and let the cover slam as before, and then raised it to wipe her eyes. [Here she should have been taken to her room, and left to her own reflections.] I said "No," decidedly, and took her hand down gently. She sat still awhile, and then uttered the most frightful yell that I ever heard. Her face was perfectly pale, and she trembled from head to foot. I said, "You must go and sit alone." One second she clung to my dress [here was another critical moment which should have been improved] and then went quietly out of the room.

At dinner time I led her to the table, without speaking, and after that gave her a chair to sit by herself, without work. Instead of looking troubled, as she generally does after having done anything wrong, she assumed an expression of indifference, and talked to herself a little, and then feigned sleep. When she had taken tea, I asked her if she thought she could do as I told her to do this morning, if I let her go to the school-room. She said she would. I led her in, and she did it very quietly. After this, I talked an hour with her, trying to get her to feeling as she ought. She acknowledged the wrong at once, and *said* she was sorry, but her countenance indicated anything but sorrow. I left her during the hour for reading, and when I returned she looked much more troubled, and I told her

she might go to bed, hoping that her own thoughts might bring her to a right state of feeling.

SATURDAY, FEBRUARY 3. This morning have talked with Laura again, and am completely discouraged. I have tried every argument, and appealed to every motive that I can think of, and with but partial success. The only thing which seemed to move her at all was, that I did not want to punish her, but that I could not let her do many things to-day to make her happy; when she went to exhibition, I could not let Sophia talk with her, and could not let her go to the party, because only good girls went. But these were direct appeals to selfishness, and they were all that touched her. I do not know what to do, and never felt the need of counsel more. As I had exhausted every argument, I thought I would try the effect of a lesson in geography; so taught her something about the produce of different countries of Europe, and of their manufactures. She was very quiet during this, and also a writing lesson which followed. The regular lesson for the last hour's school would have been the reading of a story, and I thought best to omit it. At dinner she seemed to be very well satisfied with herself. When it was time to go into the school-room for the exhibition, she said, "I think I had better not go." I merely said, "It is time," and took her hand to lead her. During the exhibition she said, "Is Sophia here?" I told her she was at her desk, in the school-room. "I am very happy," was the only reply. This was a spirit of defiance in Laura that I had never seen before. A few moments after, she attempted to kiss me, thinking she could take advantage of the presence of company. She was very willing to answer her questions, and willing to do what I wished her to do. At seven I told her she could go to bed, and she went without any objection, but still with the same expression of countenance.

SUNDAY, FEBRUARY 4. As Laura proposed that she should sit alone to-day, I left her this forenoon in the basement, where she had seated herself. When I returned from church she did not appear to be troubled at all. I led her to dinner, and then of her own accord she returned to the same place. At tea-time she seemed much more sad, and after tea I sat down by her to try what effect I could produce then. I could now perceive a great difference, and after I had told her how wrong it was

that she did not feel more sad for doing wrong, she said, "I do feel very sad now; I was sad and cried this afternoon, and I thought that I was *very* wrong, and I asked God to forgive me, and send me good thoughts, and to love me." She then asked the old question, "What shall I ask God first, when I ask Him to give me good thoughts? Must I say, Lord, Father, my Heavenly?" I answered her that she could say just what she thought first, and that satisfied her. I told her that I was glad that she felt better now, and that I would forgive her, and I hoped she would never be angry again. She said, "I think I *never* shall do so again. Why do I feel so very sad after I ask God to forgive me, and when you forgive me?" I told her it was because she felt sorry that she had done wrong at all.

Every reflecting person must see and lament the error of treatment, but the best might have fallen into it. It may be good, it may be necessary, "to break the will of a child," but never unless we have vainly tried to make it break its own will. How many softening hearts do we harden by our own sternness; how often are rising sobs suppressed by harsh reproofs; how many by their Gorgon aspect turn the just forming tear of contrition into stony hardness, and leave it the nucleus of selfishness and rage. And if these things are done even by parents, who would "coin their hearts, and drop their blood for drachmas" to promote the real good of those whom they punish, how much oftener are they done by teachers, who, when roused by opposition, forget that there may be great selfishness in their determination to carry their point. Even those who strive to govern their tempers, sometimes fail because their fathers "ate the sour grapes, and set their teeth on edge." Laura has not escaped all such untoward influences; there are persons who have had much influence over her education, who have labored most diligently and displayed great tact and ingenuity in developing her intellect, but who have never succeeded in inspiring that perfect love which casteth

out fear; there are others with far less intellect and acquirement who have gained more complete dominion over her affections, and whose will and pleasure is her delightful law.

We sometimes attribute the misconduct of children to perverseness and ill-temper, when it is really occasioned by causes over which they have no control, such as indigestion, derangement of some of the bodily functions augmented by particular state of the atmosphere, and other things. In such conditions they feel unpleasantly, and, having but imperfect development of the moral character, and little self-control, they are unamiable and cross. With adults we follow Shakespeare's advice, that such "little faults proceeding from distemper should be winked at;" but children are noticed instead of being left unobserved, and perhaps punished instead of being pitied or reasoned with, and they become sullen and sour.

The only other instance of ill-temper which I have to notice is contained in the following extract, and it will be seen that it was kindly and judiciously treated: —

TUESDAY, JANUARY 16. Laura coutinued to do well in arithmetic this morning. Yesterday she went to see Miss J. in Boston, and, while I was away, commenced fault-finding: Eunice was wrong because she had gone into the kitchen; Frank was wrong because he came over J.'s stairs to find Rogers. To each of these charges, which were evidently made that she might blame them, Miss J. said she was very glad they came. She then said I was not right since I put my dress on the bed. These were only a few of the cases. About three months ago she did the same thing, and I talked with her a long time about it, until I thought she saw the wrong, and felt sorry for it. When I called for her to take her home, she wanted to talk with me, but I told her I could not talk; that J. said she had been unkind, and wanted her to think about it. She said no more, and soon after we got home it was time for her to go to bed. This morning at nine I told her I wanted to talk about it. She looked very sad when I asked her to tell *me* what she

told J. In all the charges against Eunice and Frank, I showed her where they were both right in doing what they did; in reply to those she brought against myself, I told her of some careless things which she did yesterday when preparing to walk,— such as pulling a dress down and leaving it on the floor, a closet door open, etc.; and asked her if she would like to have me go to J. and tell of them, that she might blame her. And when I said that I shut the door, and hung up the dress, she answered, "You were very kind; I was very unkind." I talked with her some time, to convince her how often she might tell her wrong stories, by blaming people for things she did not know about. She said, "Whose people did I blame?" I did not understand what she meant, and answered, "You blamed *many* people." "I blamed the Lord's people," said she. I was surprised to hear this, and asked, "What does *Lord's* mean?" "God's,— I saw it in a book;" and she showed me, in "The Child's Second Book," the Commandments, "I am the Lord thy God," etc. She said, "How can I ask God to forgive me for blaming His people?" "You can ask Him in your thoughts." "Can I know when He forgives me? How can I know?" "He will give you good thoughts." The next hour was for writing. She came to me and said, "I have asked God to forgive me, and I hope I shall not be unkind." She then seated herself to write, but it was a long time before she could do so. I took a seat at a short distance from her, and tried to read her conversation with herself,— her soliloquy. She said to herself, "I am very sorry." "Doctor said he preferred to teach me himself." "Why can I not know? it makes me very nervous." There was much more that I could not read.

JANUARY 17. At nine gave her a lesson in philosophy, on the lever. She seemed to understand the three kinds, so that she could tell me what kind I used when taking coals with tongs, and ashes with the shovel, shutting a door, etc., and in more lessons will do very well. After the lesson she said, "I think God has sent me good thoughts; I am very happy to-day, I do not feel cross any." I asked why she kissed me so much; she said, "Because I love you so much; you are very kind to teach me many new things."

The soliloquy mentioned above is only a specimen of what occurs every day; though it is rarely that one can make out what she says, because her fingers move with such rapidity as to run the signs into each other, as we unite words with each other, and speak by whole sentences rather than by single words.

Sometimes her acts and expressions furnish themes as interesting to the poet as to the philosopher. On New Year's day, when I was in Europe, she met her teacher and said, "It is new happy year day." The teacher wished her a happy New Year; when she turned to the east, and, stretching out her hand, said, "I want Doctor a happy New Year." She then paused, and, turning to her teacher, said, "but Doctor cannot know I say so."

I have observed before that she has a constant sense of her relations to space, and is confused, as we are, if she loses the points of her compass.

I have sometimes questioned her about her æsthetical perceptions, but have not obtained any very satisfactory answers. Her ideas of beauty in material things are principally connected with smoothness. A round ball is not more beautiful to her than a square box, provided they are equally smooth. Freshness or newness is indeed an element, but this is evidently derived from the associations with new clothes, new shoes, etc.

With respect to long or short noses, regular or irregular features, she has no thought; and yet it is probable that a monstrously large nose would shock her, and that one as short as Dr. Slop's would amuse her; for, on my asking how she would like a person with a nose not larger than a pea, she said it would be "funny."

She perceives symmetry of person, however, and is disagreeably affected by any strongly marked departure from it. On asking her if a little hump-backed girl was handsome, she said, very emphatically, "No!" "Why not?"

said I. "Because," said she, "she is crooked;" and she imitated the motion of the child walking, and asked why she could not grow like other children. She said a lady of her acquaintance, who is very fat and ungainly, was very ugly. "Why?" said I. But she could only reply that she did not know, — that she was too large about the waist, and that "her stomach came out too quick."

I asked her who was the handsomest lady of her acquaintance, and she replied, "—— ——;" but, upon my pressing her for her reason, she could only say that her hands were smooth, soft and pretty.

A cane with knots on it was less pleasing to her than a smooth one, and an irregular knobbed stick than one with the prominences at regular intervals. She has thus the rudiments of the æsthetic sense, but, like that of other children, its development must depend upon education and habit. She is not yet old enough to give any satisfactory account of her own feelings on the subject.

The subject of her dreams is a most interesting one, but, like many others, must be passed over hastily. One morning she asked her teacher what she dreamed about, and said, "I sometimes dream about God." Her teacher asked, "What did you dream about last night?" she said, "I dreamed that I was in the entry, — the round entry, and Lurena was rolling about in her wheel-chair to exercise, and I went into a good place where God knew I could not fall off the edge of the floor." Soon after she said, "I dreamed that God took away my breath to Heaven," accompanying it with the sign of taking something away from her mouth. On another occasion her teacher says: "In the hour for conversation she commenced the subject of dreaming again, and asked, 'Why does God give us dreams? Last night I dreamed I talked with my mouth, — did you hear me talk?' 'No, I was asleep.' 'I talked with my mouth;' and then she made the noise which she generally

does for talking. I asked her how she talked. 'I talked as any people in dreams.' To the question, 'What *words* did you dream?' I could get no answer. She asked, 'Do Spanish people dream like us? do they dream words like us?'"

She sometimes is frightened in her dreams, and awakes in great terror, and says she dreamed there were animals in the room which would hurt her. She has still much fear of animals, and can hardly be induced to touch the quiet and harmless house dog.

AUGUST 19. The last hour she asked me if she ever told me about her friends at home, and commenced an account of times when she lived there. It consisted chiefly of a history of all the animals she saw, and of which she wished me to tell her the names. She gave me a description of an animal three feet high, and covered with hair curled like a sheep. I told her it was a sheep, but she said, "No, it was *much* larger, and could not be." Then she told me how frightened she was when she first saw her mother open a hair trunk, because she thought it was an animal. I asked her what she used to *think* about when she lived at home. She said, "I could not think or talk good then. I did not know any of my friends in Pearl* Boston then." Asked her if she thought how *kind* her mother was. She said, "*No;* I did not think she was kind, for she whipped me and shook me," etc. I explained to her why she did it, and how much trouble she had caused her mother.

The most important part of moral education is that of practical kindness and usefulness to others; discipline and training in acts of love, without which precepts, preaching and books are little worth. Laura has even more need of such training than others have, for her peculiar situation is unfavorable to the growth of her moral nature.

The idea of self is developed in children as soon as they are born; anything which affects their bodily organization,

* When she first came to the school it was in Pearl Street.

anything which gratifies or disappoints a desire, gives them pleasure or pain without the slightest regard to its effects upon any other human being. Afterwards the circle of self is enlarged, and embraces the family, and those who by frequently contributing to the gratification of our desires seem to belong to ourselves, and whose pleasures and pains become our pleasures and pains. As the social nature is developed, the circle is still more enlarged, until it embraces neighbors and countrymen, in all of whose joys and sorrows, though they live upon its outskirts, the affectionate heart vividly sympathizes. But, to attain this enlargement of the affections, moral education and training of the feelings are necessary; for the circle of the untrained heart must ever be small, and it can be very sensitive only in the central point of self. And, even of the well-trained and the good, how few consider this circle as their moral kingdom, and strive to extend its limits till it embraces the globe, and makes of their very antipodes neighbors and brothers.

Laura has much to narrow and limit her circle; her heart, cruelly hedged in, is forced at each remove to recur to self; at every step she feels the chain which reminds her of its shortness. She has fewer means of exercising her sympathies than we have,—we who in every waking moment have forced upon our eyes constant marks of human feeling in the countenances of others, and upon our ears constant sounds that should appeal to our hearts for sympathy. Any departure from the moral and healthy condition of the body; any ail, or pain, or deformity, or maim, is very apt to contract the circle of the sympathies, by forcing the thoughts to dwell upon the centre of self. There are very few who can find the jewel in the head of the beast, which to the many is ever ugly and venomous.

It is said that, to have perfect digestion, one should not know that one has a stomach; and it may be added, that,

to have perfect health, there should not be an obstacle or hindrance to the free action of any bodily organ. Now Laura has not only much less than we have, to call out and exercise her sympathies and feeling for others, but she has much more to concentrate her thoughts upon herself; and if she should always be a generous and self-forgetful woman, it will be in spite of many obstacles, — obstacles which will be more and more formidable as with advancing years the sense of individuality will become more distinct.

It is a law of nature that this tendency to individualism should not be strong in children; each one has enough to impart consistency to the mass of actions which go to constitute the character. Children are given to us like clay in the hands of the potter, and poor, pottering work we often make of it. One of the most difficult things in education, either public or private, is to decide how far this tendency and desire shall be indulged or gratified. Perhaps I am not understood; let me explain by a comparison. If it is true (and we know it is) that the physical organization of each one of us is subject to certain influences from the physical organization of others, producing sympathies, antipathies, and the like, it is equally true that nature requires a certain independence and individuality in every organism; and no person in the sound state of health can have his bodily organism so completely overpowered by the influence of any other person as to have the direction of its movements wrested from his own control. This ought so to be, and is; and any apparent exception to it carries *prima facie* evidence that the organism so influenced must have been in a morbid and abnormal condition. It may be that Nature affixes this liability to be controlled by other bodies as one of the ill consequences of a departure from the natural condition of health, — it may be something else; but it cannot be that she allowed the existence of any power by which the operation of one of her laws could be prevented. Now,

the moral nature has its laws of sympathy and influence as strong as the laws of gravitation and magnetism; and these laws require that, while each nature should be subject to certain influences exercised by others, it should also retain a certain independence. Some strong minds strive to soar above these social influences, and, attaining a cold sublimity of intellect, seem to move on undisturbed by human proximity; while others, swaying to and fro in the crowd of men, are moved by every wind of doctrine, — they feel only as others feel, and think only as others think. But the great man, who in his icy isolation courts not human love and heeds not human counsel; and the little man, who never communes with his lonely self, and never relies on his own intellect, — have both departed from the natural and healthy condition of the soul, and it is hard to say which suffers most in consequence of it. Some teachers entirely disregard the tendency of each pupil to develop his particular individualism; they break off the sharp corners, smooth away salient points, and strive to reproduce as many and as perfect types of themselves as possible. Their pupils are like artificial trees in a "trim parterre," — all cut and docked, and made to grow after one pattern. Other teachers, overlooking that tendency, neglect to repress an undue propensity, or to draw out a too feeble sentiment, and their pupils have no type at all; they are like plants in a neglected woodland, where the stunted shrub and the gnarled oak proclaim the absence either of nature or art in their training.

Now, in Laura's case all the difficulties are very much increased. She has departed from the natural and healthy standard, and, although it is not by any fault of her own, her innocence does not suspend the action of the natural law. She is withdrawn from certain natural and healthy influences, she is subjected in an undue degree to other influences; the beautiful harmony between the macrocosm and the microcosm, between the world without her and the

world within her, is broken, and it might perplex a wiser man than I am to obviate all the unfavorable consequences of it upon her future character.

I should fill a volume were I to enlarge upon this subject, and I must only allude to some of the most striking causes which operate as disturbing forces in the development of her character. There is great fear that so much attention as she receives, and which we cannot prevent her perceiving without constant *management* and concealment, must have a bad effect upon her. And yet the attempt to conceal it might have an effect which would be hardly less bad than would be her knowledge of the truth.

I am afraid that she may be made vain and presumptuous by being so much caressed; and it would be as little consolation to reflect that it was done by the kind and well-meant indiscretion of others, as it would be to a father to know that his child had been spoiled by the over-fondness of its mother.

I am still more afraid that her peculiar situation may have a hardening effect upon her affections. I believe I have alluded to this before, but it cannot be too much considered by those who would carefully scrutinize her character. Everybody can be useful or agreeable to her in some way or other, and everybody tries to be so; but she can be of little use to them. All exercise kindly offices to her, and are themselves made better by the practice of the kindly feelings; she is merely the recipient, and kind offices long received are apt to be considered at last as something due to one's merit, and to be claimed as a right. It is difficult to find ways in which she may have the satisfaction of being useful to others, and thus train her to habits of kindness until they shall become wants, without some contrivance which she would be sure to perceive, and which would spoil the effect. Those who have looked upon her case as an interesting experiment for ascertaining the natural character and tendencies of the human heart, must take all these things

into consideration. They must consider, too, that the case was novel; that she was the first deaf and blind mute who had been taught arbitrary language; that it has not been possible to conduct the experiment of her education in an entirely satisfactory manner; that it has not been practicable to cut her off from communication with ignorant and selfish persons, as it would have been had she been secluded in the bosom of a private family. And, after making all these allowances, they will, I trust, believe that there is much which is beautiful and good in her imperfect nature.

It is true that such cases present a rare opportunity of watching the development of some of the feelings in comparative freedom from external influences; but it is equally true that other influences, both of a positive and negative kind, may be exerted so as to disturb the natural growth of the mind. If in common cases the twig be bent one way, in these uncommon cases it may be bent another, and the distortion of the tree be equally great.

Lastly, the character and disposition may be partially modified by the wonderful law of hereditary transmission of peculiar tendencies. A man often transmits to a son, born after his own death, such a peculiarity of physical organization as causes that son, when grown to manhood, to startle others by a hitch of the shoulder, a twist of the features, or even an "*ahem!*" so like his father's, that the dead seems to be alive again. By the operation of a law no more mysterious and no less certain, a man may reap the reward, or pay the penalty, as the case may be, for the habitual exercise of any propensity, by transmitting to his offspring a strong disposition for the exercise of a similar feeling.

How much Laura Bridgman, or any one else, may be influenced by such causes, no one can tell; but they deserve to be taken into consideration by all who would ascertain precisely the effect of the privation of any of the senses, or the results of particular modes of training.

The experiment in the case of Oliver Caswell I consider to be much more satisfactory, as far as all the moral developments are concerned, than in Laura's case. He is less communicative, and has had less untoward influence exercised upon him. Though surrounded by boys, some of whom are rude and ill-disposed, he has nevertheless been much under the influence of his teachers; and a more gentle, honest, true-hearted boy exists not within my knowledge. May the maturity of both of them yield the fair fruit which the blossom of their youth now promises.

S. G. Howe.

[Extract from Dr. Howe's report for the year 1845.]

APPENDIX B.

To the Trustees.

Gentlemen: — My report concerning this interesting pupil for the last year will be shorter than usual, because I intend to publish soon a continuous and complete account of her whole course of instruction.

This seems to be called for by the public, who, in various countries, have manifested such a kindly interest in her case. The accounts of her instruction contained in our previous reports have been translated into several languages, and extensively read. But it is impossible to do justice to such a subject in detached papers, published annually. Besides, the series of those papers is not perfect; large editions of some of our reports having been completely exhausted by the demand.

The importance of the case, in a psychological and moral point of view, justifies the attempt to put it upon permanent record. It is due also to the many kind and excellent persons who have manifested their sympathy for the child, and in various ways encouraged her teachers to perseverance in the attempt to overcome all the obstacles to the full development of her imprisoned soul. The account of

her progress during the last year will therefore be general and concise.

Her health has been good until within the last three months, during which time her appetite has become impaired, she has lost some flesh, and has grown feeble. I have not been without apprehensions of serious consequences; but, as there is no appearance of any organic disease, it is reasonable to hope that the functional derangements will yield to judicious treatment.

The danger of the great and continual activity of her brain and nervous system has never been lost sight of; and constant care has been taken to guard against its evil effects, by exercise, and by amusements calculated to diminish it. But it may be, that, in spite of our efforts, her system has suffered from this cause.

In the normal condition of the body, the constant hungering and thirsting of the youthful mind for knowledge is gratified by the spontaneous and pleasurable exercise of the perceptive faculties. The child has only to open his eyes and learn every day and every hour new combinations of form, dimension, size, color, distance and motion, among the innumerable objects around him. His ear and his other senses impart to his mind a thousand sensations, which, by a natural process, the mind in its turn attributes to external objects. All this process is one of learning; the result of it is knowledge, — knowledge more varied and more valuable than any which a teacher can ever impart. It is the gymnastics of the mind; and, by virtue of that beautiful law which commands pleasure to attend all natural exercise, it becomes both delightful and health-giving.

But what to other children is spontaneous activity or pleasant exercise, is to poor Laura severe effort and fatiguing labor. They see external nature as through a glass, and learn a thousand things at a glance; she has to break

through a wall, and to examine every quality of every object by a slow and tedious effort. It is true that she takes delight in the effort, and has to be withheld from, rather than incited to, making it; but, although there may be the same proportion between the degree of effort and the amount of pleasure as in other minds, yet both are in excess, and excess in any thing is injurious.

It has always been strictly charged upon her teachers, and I am sure never forgotten by them, that they are to guard against too great mental activity. But it is almost impracticable to prevent her from studying, for her uncommon conversation is in the spirit of inquiry; so that it is possible her physical health has suffered from it. She will not admit that she is unwell; indeed, she probably conceals from herself the fact that she is so. But, from whatever cause her present indisposition has arisen, every effort will be made to remove it. She has already learned to ride on horseback, and takes gentle exercise in this way, every day, upon a pony, which, of course, has to be guided by a seeing person.

Her mind has developed itself during the last year in a remarkable manner, as will be seen in the specimens of her writing and conversation. It is very fortunate that I was able to obtain, as a successor to Miss Swift, her former able and excellent teacher,* a young lady fully equal to the difficult task of conducting her education. Indeed, to Miss Swift and Miss Wight belong, far more than to any other persons, the pure satisfaction of having been instrumental in the beautiful development of Laura's character.

The last year, especially, has been one of great difficulty and great danger; for the period has arrived when the

* It is possible that some remarks in my last report may have been construed into censure of Miss Swift; but they were not intended for that effect. She fulfilled her duty with ability and conscientiousness.

natural tendency of every human soul to separate and independent individualism becomes very strong; that critical period when there is often a severe and sometimes a fatal struggle between the conservative spirit of the old, who would stunt the growth of the young and keep them in the dependence of childhood, and the aspiring spirit of the young, which irresistibly impels them to independence.

I have always looked forward to this period of Laura's life with great anxiety. She is now passing through it; and it is not given to me to conceive any wiser course than her present teacher has followed. Indeed, I believe that no one has conceived so high an idea of woman's patience, devotion, tenderness and capacity, that it would not be raised, if he could see, as minutely as I have seen, the whole of them exemplified in the daily intercourse between Miss Wight and Laura. Any praise of this kind bestowed by one person upon another who is in any way connected with him, is usually in bad taste, to say the least. But I am constrained to give it in this case, because I feel, that, unless I do so, I shall receive — what does not belong to me — the credit of another's good works.

There have been a few moments during the year, when, either from the developing tendency to independent individualism above alluded to, or from constitutional irritability, or both, Laura has manifested a spirit which threatened violent explosions of temper. I am certain that, if at such times she had been treated with the slightest sternness, or even with coldness and indifference, the effect would have been most unfavorable. But her teacher, never for a moment losing her temper, never ceasing to manifest the tenderest interest in her pupil, yet not *obtruding it upon her*, or making it the pretext for overruling her will, has succeeded in making Laura *judge* and *condemn herself;* so that, without being accused,

she has perceived her fault, and, without being punished, she has come out of the trial stronger and better than before. This I hold to be a rare attainment in the art of teaching; it is more, — it is the best kind of moral training.

It will be seen, by the extracts which will follow, that Laura has acquired much greater facility and copiousness of expression than before; nevertheless, a great portion of the year has been spent in teaching her the use of language. It is often said, that in order to have precision of language, there must be precision of thought; but the converse is equally true, — in order to have precision of thought (over a great range of objects) there must be precision of language. Hence appears the great importance of storing the mind abundantly with words to which precise meaning is attached, during that period of life which nature clearly points out as the only one well fitted for the task; namely, the period of childhood and early youth.

It may be proper here to remark, that, whenever any expression of hers is quoted in the reports concerning her, it is done with a sense of the importance of a scrupulous adherence to the exact form which she used; no change and no correction is ever made, not even of the orthography. I shall endeavor to make the extracts illustrate the mode of teaching her, as well as her own course of thought.

One day her teacher had remarked to her that the first settlers of this country sometimes had difficulty in procuring enough to eat; whereupon she asked, suddenly, "What repast did one man eat?" She explained herself by adding, "When there was but one man on the earth." The answer was, that there were fruit and berries. "But," said she, "when he was very small?" She paused awhile, and then added, "I guess God took care of him, and gave him some milk."

Her teacher was reading, the same day, something in which a compass was mentioned; upon which, she was desirous of knowing all about it. Her teacher showed her a magnet, and applied it to a toy in the shape of a swan floating upon the water. When she felt the bird to be attracted by the magnet, her face grew very red, and she said, much surprised, "It makes it life; it is alive, for it moves." Her teacher then asked her if the bird ate, or slept, or walked, or could feel. "No," she replied; but still seemed hardly convinced that the magnet did not give life to the bird, until she was shown its effect upon a needle. This led to an explanation of attraction; and she soon afterwards showed her disposition to apply all new words in as many senses as she can, by suddenly embracing her teacher, and saying, "I am exceedingly attracted to you, because you are always so kind."

A little reflection upon the mental process by which she converted a term expressive of a physical relation into one expressive of a mental emotion, will explain the difficulty which many persons find in understanding how she ever learned abstract terms, and words significative of mere emotions.

Laura, of course, cannot convert those terms which usually express physical relations into terms expressive of moral relations, so easily as other young persons can; but in her case, as in theirs, the mental process is a natural and almost involuntary one. All children go through it without any special instruction, and use metaphorical language long before they know what a metaphor is.

The teacher plays a much humbler part in the intellectual development of children than he is usually supposed to do; his influence in the formation of moral character may be greater; but too often he labors upon the former to the neglect of the latter.

On the same day above referred to, she was speaking

about something which recalled the past, and asked, "Why was I not always so good?" Not receiving an immediate answer, she added, "People cannot always do right, as one man did who lived many years ago. Doctor says nobody ever does right always, as Jesus Christ did." Her teacher told her that we must always try to do perfectly right, and then we should grow better and better. She then asked, "If we are perfect, shall we be like God?"

The following extract from her teacher's journal will show how minutely her little faults are noted, and how they are treated: —

SUNDAY, NOVEMBER 10. Laura went to church with me in the morning. In the afternoon I left Jane Damon with her, with permission to stay a short time. When I returned, Laura did not welcome me as usual, and made some objection to a walk which I proposed; but she was soon ready for it. I learned from Jane that Laura had done something that she (Jane) had promised not to tell me. I asked Laura why she was not willing that I should know everything that she did while I was away. She said, "I was afraid you would reprove me" I asked her if I ever spoke unkindly to her when she had done wrong. "No," replied she, very emphatically, "you never blame me. Why did I pull the wire?" I answered that I thought curiosity and playfulness made her do it; that it was not wrong to be curious and playful, but that it was wrong to try to conceal from me when she thought she had done mischief. "I did not know it was to conceal," said she. I told her that it was best for me to know what she did and thought, that I might be able to advise her. "I knew it was wrong to pull the wire." Jane had told me also that Laura was unwilling that she should leave her, and made several very unpleasant noises. I alluded to this when talking with Laura, and she said, "I was not impatient." "But," said I, "Jane said you made some bad noises." "I did n—," she began to say, hesitatingly; when I said, "Did you not make noises?" and she replied, "I believe I did not refrain from making bad noises."

I was now obliged to leave her for a short time. When I

came back, she was not inclined to say much, and seemed trying to force a smile. By this time the headache which had followed me all day became quite severe, and I left her again for a while to her reflections. It is the first time that she has attempted to deceive me. She was afraid, perhaps, that she had done some injury to something. She could have no fear that I should speak severely to her, for I never blame her in the least. Generally, when she is doing or saying any little thing that I disapprove, I simply stop it at the time, and afterwards speak of the thing abstractly She will apply my remarks to herself and to the circumstance, but without any unpleasant excitement of feeling, and she remembers them a long time.

Many times she has said, "I cannot be perfectly good, as Jesus Christ was." I have told her that every one should try to be perfectly good, and never be willing to do wrong even in a little thing, — explained to her that perhaps it was a desire to *appear* perfectly good which prompted her to conceal that which she was afraid was wrong.

When I spoke to her again, she said, "I was praying to God, and told him that I had been so wrong, and I asked him to forgive me and send me better thoughts. I told him my motives were bad to conceal from you, and to tell you that I did not make impatient noises." She then put her hand on my hot head, and asked what made it worse. I answered, "Sad thoughts." She said, "I am sorry you were detained from being happy by a sad circumstance. I have told God that I will not do so wrong again."

Here is another extract illustrative of the same thing: —

OCTOBER 24. At eight o'clock to-day Laura came to me and said, "Doctor wants you to teach me about motives: what are motives?" After giving the meaning of the word, I referred her to a story that I read to her last evening. It was of a benevolent, kind-hearted little boy, who expended his money in purchasing little comforts for those who needed them, making it his happiness to do good to the poor and unfortunate. She was very much interested in talking of the character of the boy, and of his sister and mother. "It was a good motive for George

to give nice things to poor people." "Doctor had a good motive to give us this nice large room to be so warm and comfortable; he is very benevolent. But Jesus Christ was the most benevolent; we cannot be benevolent as he was." "I cannot be benevolent and do kind things to crazy people, and blind and deaf people, and cure them." "God is very benevolent, he does so many things to make people happy." I then tried to show her how she might be truly benevolent in little things, every day. "I give away many things," said she. I convinced her that it was not always a proof of *benevolence*, to give things away. During the whole lesson she was very serious and thoughtful, pressing my fingers closely, so that no letter should escape her.

FRIDAY, OCTOBER 25. Laura seemed to me very rude and boisterous, and not easily restrained as usual. It was very discouraging to me, and I gave myself up to sad thoughts. Laura soon perceived it, and asked why. I told her she did not try, so much as I wished, to grow still and gentle, though we had talked so much about it. She sat still some time, and then said, "I love Mrs. Smith best, she is so gentle." This was evidently said to trouble me, and did not relieve me any. This is one of the very few instances when there seemed to be unkindness in the child's heart. But she soon repented. After dinner she was up stairs, and was gone for some time; when at last she came down and found me, she said she had a nice present for me to make me more happy, and that she would try more to improve. She said this very sadly. I took her present, and exerted myself to appear as cheerful as usual. The present she brought was a pincushion, one of her choicest treasures. Lessons as usual. Talking with Laura about being kind and benevolent She began to give me a long account of little kind things she had done. After a time, I told her that sometimes people did kind things that their friends might praise them, and think they were very kind and benevolent. We talked of it some time, Laura's face growing more and more red, yet half smiling. I could see she was applying the remark to herself, as indeed she does everything that she hears of this kind. "Why do I like to be praised?" she soon asked. I told her that every one did, and that it was right for us to like to have our friends love us, and praise us too, if we were good. Supposed the

case of two little children, one of whom was very kind to his sisters that his mother might call him good, and the other did the same because he was glad to see all happy, etc. Asked her which she thought was the best child. She hesitated a moment, and replied, "The boy who wanted to see other children happy."

There may be better ways of correcting such faults in children, but there are, certainly, many worse ones in frequent use. Punishment of the common kind, even that of rebuke, might have driven Laura into a habit of deceit which would lead to duplicity, and which could hardly be cured except by herself after her conscience had become active and strong. But it will be seen that this very habit prevents the growth of conscience, and too often dwarfs it for ever. This is a subject which cannot be considered too much or too carefully, for the neglect of it lies at the bottom of much of the evil in society.

The will and the conscience are twin-born; and the exercise of the will should be made to promote the growth and strength of the conscience, as the exercise of the muscles promotes the growth and strength of the bones which support them. If we forbid children to exercise their own free will, if we command them to heed our will alone, then we should also supply them with our conscience, and make that the companion of our will. But this is evidently impossible; consequently, we often punish children because they do not follow our way; and we neglect the training of their conscience, and then punish them because it does not guide them aright.

Parents have a right to expect obedience of their children in all important matters; moreover, it is their duty to require it; but they have no right to forget or neglect their own duty to them. Nature gives to children feebleness of will, to fit them for this obedience which we fail not to require; and she gives them feebleness of conscience, that

our conscience may be for a while their guide, and keep them from undue temptation; but this latter duty we often neglect.

Truth is plainer and more agreeable to children than falsehood, and right than wrong. They have a conscience, too, which tells them which to prefer; but it is feeble, because Nature did not intend they should rely solely upon it at first, any more than, when giving them a will, she intended that they should be independent of us. They have also many faculties and desires, and, if these are abused in any way, they may become passions which the feeble conscience cannot resist. Most children are as pure as Eve was; but the tempting apples are left hanging so thickly around them, that it would be a marvel if they did not eat.

Children incline to tell the truth, and will tell it unless some stronger desire, as fear (that is, temptation), induces them to lie. The general error is in supposing they have no conscience; whereas it has perhaps been neglected, or we have allowed it to suffer a strain greater than it would bear.

Numerous as are the apparent exceptions to this, they do not affect the correctness of the principle. The laws of descent influence the moral tendencies as well as the bodily forms of children; a man may entail his dwarfed conscience, as he may his diminutive nose, upon his descendants. Thousands of parents "have eaten sour grapes," and millions of children "have their teeth set on edge." But take the descendants of truly moral ancestors, in a moral society, and if they are "*trained* up in the way they should go, they will not depart from it."

I do not believe that Laura Bridgman is so happily organized as many other children; I think she has some constitutional disturbing forces which do not affect others. Nevertheless, I am confident that for many years she has never varied from the truth, nor swerved from the right,

unless under the influence of what were, to her, strong temptations. That such temptations were not kept from her is my fault, or the fault of those circumstances which keep us all so far from perfection. We must not bind upon her, or upon other children, greater burdens than they can bear; but, if we will act upon the principle that the mind can be trained to perceive moral relations as quickly as it does material relations, we shall enable her and them to walk uprightly through life. I will illustrate my meaning by a reference to the process of training the mind to the study of arithmetic.

There are certain immutable relations of numbers, and by long and close attention to these the mind sees, as it were by intuition, what before was incomprehensible. A child at first does not understand the relation between *two* and *three*, or that, when united, they make *five;* but by dissecting the *five*, by counting upon his fingers, by taking *five* objects and putting *three* in one heap and *two* in another and then uniting them, or in other ways, the relation is *demonstrated* to the child, and his mind ever after assents to it as a matter of course. But it is by no means a matter of course at first; and the mental faculty by which the relations of number are perceived requires greater or less training according to its natural capacity. It is certain that 333 multiplied by 555 make 184,815; and one whose natural faculty for perceiving the relations of numbers is extraordinarily active, or one that has been long and carefully trained, will see it as quickly as we perceive that *three* and *two* make *five*. Not so, however, with a common and untrained mind; such a one would have to *dissect* the numbers as the child dissects *five*, and arrive at the result by two or more lines of proof, before there would be a certainty of the correctness of the result.

Now, the *moral* relations of things are not less certain and immutable than their numerical relations. We think we see

the right and wrong on certain questions intuitively and without training; but we have to go through very much the same exercise of the faculty by which we see it, as we did before we perceived the relation between *two* and *five*. On other subjects, where the disturbing force of interest, prejudice or passion, interferes, we cannot see the true moral relations of questions at once, any more than we can at first see the result of 333 multiplied by 555; but, by careful training of the conscience with the intellect, we can at last attain to it.

A merchant will tell, by a glance at the balance-sheet, what is his share of the year's profit of his house, — a process for which a school-boy would require his slate and pencil. But perhaps there have been transactions of doubtful morality during the year's business, which the well-trained conscience of a school-boy would solve at a glance, but which the merchant could hardly decide even with the aid of a *moral slate and pencil.*

By observing such principles as these, and by being mindful always that Laura has a conscience, which, like the consciences of most children, if not yet fully developed, may be so trained as to be firmly relied upon, her teachers and friends may reasonably expect, that, when grown to maturity, she will show great firmness of character.

Let it not be supposed that the foregoing instances of unamiable conduct are given as specimens of Laura's general conduct; so far from it, they are very uncommon exceptions to her usual kind and conscientious deportment. I give them for two reasons; because I would faithfully describe what so many are interested to see in all its lights, and because the lesson may be useful to others.

It is a curious case, this of Laura's. A poor blind and deaf girl, of humble history and humbler hopes, unconscious of being the object of special regard; and yet every act and word carefully noted down, and more eagerly looked for by thousands in various parts of the world than those of

purple-born princesses! And yet it may not be a solitary case. It may be that each one of us is watched over with tender interest by guardian spirits; that "all our faults are observed, conned and scanned by rote and set in a note-book," — not, perhaps, "to be cast in our teeth," but to serve the great purposes of truth and good.

Could Laura be suddenly restored to her senses, and clothed with our faculties and intellect, which so far transcend hers, she would stand amazed to find herself the centre of so much observation; she would look fearfully and anxiously back to recall all her past thoughts and deeds, and perhaps painfully repent that some of them had not been better. So it may be with us, when the clog of the flesh shall be removed from those faculties and powers that so far transcend those of the body. We may find that what we whispered in secret was heard through the universe, — what we did in the darkness was seen as at noonday. But it is better for her and for us that it should be as it is, — that we should shun the wrong, not because others may punish us; and do the right, not because others may reward us, but because the one is good and the other is bad.

Laura has often amused herself during the past year by little exercises in composition. The following story, written during the absence of her teacher, will serve as a specimen of her use of language. The last sentence, though not grammatical, may be considered as the moral, and a very good moral, of the whole: —

THE GOODNATURED GIRL —

Lucy was merely nine years old. She had excellent parents She always did with alacrity what her mother requested her to do She told Lucy when it was time for her to go to school; so Lucy ran and put on her bonnet and shawl and then she went back to her mama She offered Lucy a basket containing some pie and cake for luncheon. And Lucy went precisely at school-time and when she got to the house she took her own seat and

began to study diligently with all the children And she always conformed to her teachers wishes — In recess she took luncheon out of her basket but she gave some of it to her mates — Lucy had some books with pictures and slate in her desk —

When she went home she found that dinner was all ready — Afterwards her mother took her to take tea with her friends. Lucy was much delighted to play with her little cousins Lucy and Helen; and they let her see their play things. After tea Lucy was sorry to depart; and when she went to bed she thought that she had made it pleasantly to all her friends with little joyful heart.

Laura keeps a sort of diary, in which she writes with her own hand an account of what passes every day. It is generally a bald narration of the facts; but an extract will give an idea of her daily routine of study. The diary is generally very legibly written. I will transcribe a day's record, exactly as she wrote it, with her spelling and punctuation, putting any explanations that may be necessary in brackets. The only alteration is in the use of capitals, which she has never been taught to make.

SIXTH OF JAN TUESDAY.

I studied arithmetic before my breakfast. Afterwards Miss Wight was occupied for Dr. till quarter to ten. Then she read to me about Bible. Abraham went to live in the city Gerar. He and his wife lived in the western corner of Palestine place [country]. But his son Isaac was very kind to comfort his parents when they grew old [.] Isaac was always good to take care of them and made them feel very happy. Abraham thanked God for his kindness exceedingly.

Wight taught me two more lessons geography and history. Putnam was a farmer who was ploughing his land with the cattle in a field. When tidings were brought to him of a battle at Lexington he did not stop to unhartness the cattle but ran very rapidly to his home and went to live in Boston. In a few weeks thirty thousand of soldiers arrived to Boston. Most of them had no cannons nor leads nor guns. And the British went

to Bunker Hill from Boston to attack the Americans and expel them away when they were going to fire upon them. And when the British saw them ready they were surprised.

Her store of knowledge has been very much increased during the last year. It will be seen, too, that she has improved in the use of language; and when it is considered that other deaf mutes have as great advantage over her as we have over them, if not greater, her style will bear comparison with theirs.

She has become somewhat more thoughtful and sedate than formerly, though she is generally very cheerful, and sometimes displays a childish humor that shows her age is to be measured by the degree of her mental development, rather than by the number of years that she has lived.

She has extended the circle of her acquaintance, and has endeared herself to many persons who have learned to converse with her. It is the earnest hope of all that her life may be prolonged, and that we may be enabled to do our duty to her and to ourselves by making it as happy and as useful as possible.

S. G. Howe.

[Extract from Dr. Howe's report for the year 1846.]

APPENDIX.

Boston, Jan. 1, 1847.

Report of the Director to the Trustees upon the Case of Laura Bridgman.

Gentlemen: — It was stated in the report about Laura Bridgman which was made in January last, that her health had been failing during several months, and was then very feeble; I am sorry to say that it continued to grow weaker for some time, and has not yet become entirely re-established. During the most of the past year she has

been weak and sickly. In the spring especially she became very much emaciated, her appetite failed almost entirely, and she could hardly be persuaded to take nourishment enough to keep her alive.

She was placid and uncomplaining, and, though never gay as in former years, she was never gloomy. She appeared to feel no fear or anxiety concerning her health, and when questioned closely about it she would answer that she was very well. Indeed, the change had come over her so slowly and gradually that she seemed to be hardly conscious of it, and showed surprise when it was alluded to. Sometimes, indeed, when she found that she was wearied by walking half a mile, she was forced to remember her former long walks of five or six miles, and to think about the change.

As she grew thinner and paler and weaker, she appeared to be laying aside the garments of the flesh, and her spirit shone out brighter through its transparent veil. Her countenance became more spiritualized, and its pensive expression told truly, that, though there was no gloom, neither was there any gladness, in her heart. Her intellect was clear and active, and she would fain have indulged in conversation and study about subjects of a serious nature; but she was sensitive and excitable, and the mental activity and craving were perhaps morbid. Be that as it may, however, she was at a fearful crisis in her life, and it seemed to be our first duty to save that. She was therefore not only diverted from all exciting trains of thought, but dissuaded from pursuing her usual course of study. We were very desirous not to alarm her by showing the anxiety which was really felt about her; and this object was gained so effectually that she probably did not discover her danger. She is always very observant, however, and ascertains the state of mind of those about her by reading parts of the natural language of the emotions, which we never observe, but which are as sure guides to her as the expression of the

countenance is to us. It is almost impossible that her companions should feel particularly gay or sad, and withhold the knowledge of it from Laura. The natural language of the feelings is almost infinite. A common observer reads only the page of the countenance; the keener one finds meaning in the tones of the voice, or, looking more closely, reads signs in the very shaking of hands. But Laura not only observes the *tones of the finger language*, she finds meaning in every posture of the body, and in every movement of a limb; in the various play of the muscles she observes the gentle pressure of affection, the winning force of persuasion, the firm motion of command, the quick jerk of impatience, the sudden spasm of temper, and many other variations which she interprets swiftly and correctly.

With all these means of ascertaining the state of her teacher's feelings, and with the certainty that an untrue answer would never be given to her, Laura would surely have learned that her life was thought to be in some danger, if she had ever been accustomed to dwell upon thoughts of sickness and death; but she had not, and therefore she walked without a shudder upon the brink of the grave.

The result was as I had hoped and expected that it would be, for I was more sanguine than others. The natural strength of her constitution, which had triumphed in that fearful struggle during her infancy, though at the expense of two of the most important organs of sense, had been carefully nurtured by constant exercise, simple diet, and regular habits of mind and body, and it carried her safely through this second trial. After she had been brought so low that it seemed as if the tendency to disease could find no more resistance to overcome, it yielded at last, and then the vital powers began to rally slowly.

When the weather grew warmer, she began a course of sea-bathing, and of exercise upon horseback. These occu-

pied and amused her mind, and strengthened her body; and she continued to grow better through the year, — very slowly, indeed, but surely. She has now recovered some portion of her lost flesh; and her appetite is so far restored that she eats a sufficient quantity of bread and milk, but does not like anything else. She does not wish to change her food at all, but, when meal-time arrives, she sits down cheerfully to her simple bread and milk, morning, noon, and evening; and, having finished that, she disregards all the dainties and the fruits with which the capricious appetite of invalids is usually tempted. Her present diet is one of her own choice, and, though it is not the best, and its sameness is unwise, we do not insist upon a change while she is manifestly thriving, because it might do more harm than to indulge a caprice of appetite, not uncommon with delicate persons.

But the best sign of returning health is the change which has taken place in her animal spirits; nor is this change uninteresting in a moral point of view. Before her illness she was not only a happy but a merry child, who tripped cheerfully along her dark and silent path of life, bearing sportfully a burden of infirmity that would have crushed a stout man, and regarding her existence as a boon given in love, and to be expended in joy; since her illness she seems to be a thoughtful girl, from whom the spontaneous joy of childhood has departed, and who is cheerful or sad in sympathy with the feelings of those about her.

I hope and believe that her health will be perfectly restored, although it is still very frail, and easily deranged by any over-exertion of body or mind. Perhaps a complete change may take place in her physical system, and her now slender form develop itself into the proportions of a large woman; such changes are not unfrequent after such severe crises. At all events, with restoration of health will come a return to those studies and occupations which have been necessarily suspended.

She was just beginning to understand, that, as she was getting freed from the obligations of unconditional obedience to those who had directed her childhood, she must come under no less unconditional obedience to the new monitor and master — the conscience — that was asserting its rule within her; and the veneration and affection for human friends, which are the first objects of the awakened germ of the religious feeling, were gradually tending upwards and expanding into worship and love of God. This transformation of her soul, this disenthralment of its high and independent powers, was becoming perfectly clear to her by means of instruction, and would have changed what had been mere habit and blind obedience into conscious duty and stern principle; but the process was necessarily interrupted. Such instruction would of course require the consideration of subjects which were to her of the most intensely exciting interest, and might have cost her life.

I know that many will say that I had already committed a great error by deferring the consideration of these subjects so long, and that I should have tried to retrieve it by giving at once the knowledge which they suppose necessary to eternal salvation, even at the expense of mortal life. To this I have only to answer, that I have gratefully received and carefully weighed all the counsel which has been given to me in the spirit of kindness, but that it has failed to alter my views of my duty. As to those reverend gentlemen whose talents and acquirements and profession free them from fallibility so great as mine, and who have denounced me as "a blind leader of the blind," and bestowed upon me other terms of reproach, which I can more willingly bear than return to them, I have only to say that I think they overlooked some of the circumstances of the case. If one of those gentlemen should receive into his household a child who came from a great distance, and whose intellectual and spiritual education had been in-

trusted to his care, he would doubtless pursue such a course of religious instruction as he conscientiously believed to be for that child's best good; he would not stop to ask what other people think and believe, but would teach the doctrines that he believed himself.

I did not venture, however, to do even so much as this, without first consulting the parents of Laura Bridgman, who are pious and intelligent people of the Orthodox faith. When her education was so far advanced that she could understand some of the doctrines of that religion in the spirit of which we had striven to make her live, I wrote to them to know their wishes. If they held that any particular form of faith and doctrine was necessary to her salvation, they had only to signify it to me. I gave them a general idea of the course which I should follow, if they left it to my discretion, and this course was not one which the gentlemen above alluded to would have approved; nevertheless, the parents did not choose to prescribe any other. They paid me the compliment of leaving me to be the teacher of their child in what I am sure they consider, as I do, to be the most important part of her education.

* * * * * * * * * *

However, her friends, and to the credit of humanity be it said they are a multitude, need not be alarmed; the form of faith which I shall try to give her will be catholic and charitable; it will be charity and good-will to men, love and obedience to God. I shall explain to her the Bible as I understand it; I shall try to make her believe, as I do, that it contains a revelation of God's attributes, and that it points out to us all the way to happiness through the path of duty. It is already something more to her than a cold and barren abstraction. If she does not understand its doctrines, she begins to feel its spirit. On the last occasion of her manifesting any impatience, she said to Miss Wight, "*I felt cross, but in a minute I thought of Christ,*

how good and gentle he was, and my bad feelings went away." For some months she has been in the habit of asking her teacher every Sunday about the sermon she heard.

The mode of teaching her has been detailed in former reports, and as she has not entered upon any new course of study during the past year, I shall not now occupy your time with any details respecting her instruction. A general review of her character and deportment during the past year gives rise to some agreeable reflections. In former years, though she presented an extraordinary example of gentleness, truthfulness and affection, she showed, like most children, occasional excesses of feeling, which required her conduct to be under the regulation of others, so that she was not entirely a free moral agent. During the last year the reins of authority have been slackened; she has been allowed to follow more freely her own inclinations; and though her teacher has been, as in former years, her constant companion, and doubtless exercised great influence over her, yet her society and companionship have been rather sought by Laura than imposed upon her. Opportunity has thus been given her to develop her individuality of character, and to exercise her moral powers by self-guidance.

It would have been practicable to keep her in leading-strings still longer, and, by taking advantage of habit, to require unconditional obedience for years to come, — though this might have been difficult, for she evidently inherits a strong self-will; but the time had arrived when she ought to begin to govern herself; she showed considerable capacity for doing so, and it would have been wrong to keep her in subjection. Not only was it right to give her considerable freedom of action, but to have withheld it would have been injurious to her moral growth, by the loss of that exercise in self-government which prepares one for complete independ-

ence of thought and action. The result of leaving her in comparative freedom has shown that self-government, when the proper age for it has arrived, and the previous habits have been good, is as much better than foreign government as walking by the aid of its own bones and muscles is better for a child than going in leading-strings.

Her thoughts, as I remarked before, have been of a more serious nature, and her conduct more sober, during the past year, than in former times. This is probably the natural consequence of the lowered tone of her physical health, and not, as I have been able to discover, of any thought or fear of death. Already with returning health and strength there appear glimpses of her former gayety of heart; and though she may never again be the merry, thoughtless girl that she was, we may hope to see in her a happy and cheerful woman. She will no longer be the same object of public curiosity and interest that she has been, but she will not be the object of less care and affection to her friends so long as her frail life shall last.

[Extract from Dr. Howe's report for the year 1849.]

APPENDIX B.

Extract from Dr. Howe's report on Laura Bridgman.

It has not been thought necessary to publish every year an account of the mode of instruction pursued with Laura, because there has been no material change from that formerly pursued and already published. There has been only an application of the same principles of instruction to higher subjects of study. Besides, the great point of interest was the beginning of the process. With her it was the first step that was most difficult and most interesting. When, in the stillness and darkness amid which she was so utterly lost to human fellowship, she began fairly to compre-

hend and to use arbitrary language, then she got hold of a thread by which her mind could be guided out into the light; she has held on to it firmly and followed it eagerly, and come out into a world which has been made to her one of joy and gladness by the general welcome with which she has been greeted.

Her progress has been a curious and an interesting spectacle. She has come into human society with a sort of triumphal march; her course has been a perpetual ovation. Thousands have been watching her with eager eyes, and applauding each successful step; while she, all unconscious of their gaze, holding on to the slender thread and feeling her way along, has advanced with faith and courage towards those who awaited her with trembling hope. Nothing shows more than her case the importance which, despite their useless waste of human life and human capacity, men really attach to a human soul. They owe to her something for furnishing an opportunity of showing how much of goodness there is in them; for surely the way in which she has been regarded is creditable to humanity. Perhaps there are not three living women whose names are more widely known than hers; and there is not one who has excited so much sympathy and interest. There are thousands of women in the world who are striving to attract its notice and gain its admiration, — some by the natural magic of beauty and grace, some by the high nobility of talent, some by the lower nobility of rank and title, some by the vulgar show of wealth; but none of them has done it so effectually as this poor blind, deaf and dumb girl, by the silent show of her misfortunes, and her successful efforts to surmount them.

The treatment she has received shows something of human progress, too; for the time was when a child, bereaved of senses as she is, would have been regarded as a monster, and treated as a burden and a curse, even among the most civilized people of the world; she would, perhaps, have

been thrown into the river, or exposed upon the mountain to wild beasts. But now there are millions of people by whom it is recognized as a duty, and esteemed as a privilege, to protect and cherish her, or any one in the like situation.

There is something, perhaps, in the rarity of such cases of manifold bereavement; something in the fact that she is the first person who ever came out of such a dark and silent prison to tell us plainly of its condition; something of pride in the proof which she gives of the native power of the human soul; but still, bating all this, the amount of tender sympathy in her misfortunes, and of real interest in the attempt to lighten them, which has been shown by thousands of sensitive hearts, is most gratifying to reflect upon.

Everything that has been printed here respecting her has been reprinted in England, and translations have been made into the Continental languages; so that Laura, without any other claim to notice than the weight of her misfortunes and the effort made to lighten them, enjoys almost a world-wide renown.

There will yet, perhaps, be found for her a biographer who has the qualifications necessary to gather from her story the abundant materials which it furnishes to illustrate many curious mental phenomena, and to draw from it the many beautiful moral lessons which it may be made to teach. Whatever I have written or may write can be regarded only as *mémoires pour servir*.

At the period when the last mention was made of her in our annual report, she had gained a sufficient knowledge of language to converse freely, by means of the finger alphabet, on all topics which would be understood by girls generally of twelve years old. She had begun to come into relation with a variety of persons, with the teachers and pupils in the school for the blind, all of whom could converse rapidly and easily with her. She had become intimate with several instructed deaf mutes, and had formed quite an

extensive circle of acquaintance, with ladies for the most part, who had taken pains to learn the manual alphabet, and with whom she was very fond of talking. These influences were found to be favorable to the development of her character, and she was left to them. I thought it better to pursue this course than keep her as strictly under the influence of her teacher's mind as she had been in the early period of her instruction. She needed, however, and has continued to have, special instruction. Miss Sarah Wight has continued to give all her time and attention to her education. She has been to her a constant companion, friend, teacher and exemplar. She has devoted herself to Laura for years, by day and by night, in health and in sickness, in joy and in sorrow, with zeal, patience and discretion, and has had a wholesome influence upon her mind, heart and character.

I can claim no other credit for the improvement which Laura has made in latter years, than that of securing for her such a teacher. If she is shortcoming of any natural qualification for the task she undertook at my urgent request, I can only say, on the other hand, it would be very hard to find any one who possesses so many natural and acquired qualifications for so novel and arduous an undertaking. Her success has been great. She has done far better than I could have done. Her gentleness and equanimity of temper have tended to keep her pupil in that happy mean between excesses of feeling, to which persons of her temperament are constitutionally disposed. Laura loves her and respects her, and makes no severer criticism upon her than the playful one in the following extract from her little diary:—

I had a very pleasant day. I have been very hilarious. I could not help laughing incessantly. My mind is so very full of drollery and mirthfulness. *I wish that my dear teacher would have a little share of my mirthfulness.* She does not like fun as well as I do. I love fun so much.

As I was very busily engaged at eleven o'clock, I was agreeably interrupted by some circumstances which occurred so unexpectedly. It was [the entrance of] one of my very dear friends Miss E. R. the sister of my old teacher. She took my dirty right hand, greeting me very warmly — who wore gloves.

I asked her how she liked our Sunny Home, she said she admired it very much. She surveyed it with much interest. She asked me whose the bouquet of flowers were. I assuredly told her, that they belonged to Miss W. She returned that they smelt very fragrantly and delicious. E. altered her mind at length as she could not stay as long as she [had] hoped.

The words included between brackets are added; the rest is an exact copy, *punctuatim et literatim*, from her diary, which she writes in a legible hand.

Her health has not been uniformly good, and there have been times when we were alarmed about her. She lost her appetite, pined away and became very feeble, though her spirits did not flag; she bore up bravely, recovered, and became again strong, active, and buoyant with animal spirits and gayety.

She is fond of exercise in the open air, and walks from four to six miles daily, besides taking care of her room, and occupying herself about the house. Her diet is spare and simple. She eats rather to satisfy hunger than to tickle her palate. Her life is very uniform. This is found to be necessary, because departure from her usual habits causes excitement, which is sometimes injurious.

She is a light sleeper, and wakes at an early hour. Her capacity for perceiving the lapse of time seems uncommonly good, and, with the aid of certain regularly occurring events, enables her to ascertain pretty accurately the hour. For instance, she often perceives, by a slight vibration of the floor and walls, when any of the domestics are astir, and she rises immediately. She then takes her bath, arranges her hair very neatly, and with much care, for the

day, puts on a common dress, and proceeds to put her room in order. Not a scrap of paper, not a particle of dirt, escapes her notice. She puts up every book in the case, places the furniture in order, and makes every thing tidy. If she completes this task before it is time to go to breakfast, she sits down and sews diligently during the few moments there may be to spare.

At the table, she helps herself to her food, and manages her fork and spoon very dexterously. She eats moderately and with great deliberation, sitting a long while at her meals, and never likes to be hurried. She loves to have some one within reach with whom she can occasionally exchange words.

After breakfast her teacher reads to her a portion of the Scriptures, and then takes a sort of review of her conduct and actions the day before, making such remarks in commendation or criticism as may be desirable. Her diary is then examined and criticised. Her letters also are examined (for she has many correspondents), to see if they are legibly written.

She is aware that the countenance is an index of the state of the mind, and that the expression of her own changes with varying conditions of bodily or mental well-being; hence, after this morning self-examination, she sometimes asks her teacher what her countenance expresses.

Her lessons now begin, and continue through the morning simultaneously with the lessons for the classes in the institution, being each three-quarters of an hour, with a recess of a quarter of an hour between them.

At this time she is studying algebra, geography and history. She is very intent upon her lessons; she continually asks questions upon various subjects connected with them, and is willing at any time to forego a recess rather than break off.

She is acquiring a fondness for works of fancy, the

nature of which she begins to understand. She is at this time much interested in "The Neighbors," which her teacher is reading to her.

The lessons over, she dresses for dinner. She is careful and painstaking with her toilet, but never in a fluster. She is considerate about her appearance, but never anxious. She is fond of dress, but, with a tact that seems incomprehensible, she avoids everything gaudy, odd, or in bad taste. There may be, and probably is, some thought with her about the impression which her appearance makes upon others, — something of that natural and proper desire which women have of improving the gifts of grace and beauty; but she is hardly conscious of it. She would dress herself just as neatly and tastefully as usual in the morning, if she were sure that no one would see her during the day. Indeed, what to her is seeing, — she who lives in total darkness, and comprehends not what light is? The direct and instant motive with her is the gratification of a natural love of order and sense of ideality, which have been cultivated until such gratification has become a necessity. It is difficult to forego the pleasure of dwelling upon this pleasing trait, — this love of beauty for beauty's sake, this lesser but essential virtue of the female character, without which other charms have no lasting power. The love of being graceful and beautiful is not an offshoot of selfish vanity; it is not a weed springing up in the shallow soil of artificial society, and which can live only in the light of the human eye; it is a plant whose roots are far down in the depths of the human heart, and it can be made to grow and bear goodly fruits, even in the darkness and stillness of an isolation as great as that in which Laura lives.

But to return to the simple story of her usual daily occupation. She takes dinner at one o'clock, at the table with the blind, and generally contrives to exchange words frequently with whoever is sitting within her reach. She eats

as sparingly and slowly at dinner as at breakfast; indeed, she is always a "dainty eater."

After dinner she takes her work, and sews or knits, or makes purses, bags or chains, as the case may be, and works very busily and very neatly. She is a good needlewoman, and is very expert and dexterous at making various articles of female handicraft. If her teacher or any one of her friends sits within her reach, she frequently holds out her hand to exchange a word; but, notwithstanding this interruption, she is so diligent and nimble at her work that she performs a good task.

This over, she goes out to walk with her teacher, and spends two or three hours in exercise, either taking a long stroll into the country, or through the streets. Sometimes she takes a few pennies or some fruit, and requests her teacher to give them to any poor woman or child she may meet. She is fond of going into town "shopping." She is expert at examining patterns and chaffering about bargains, though she is too guileless to think of "beating down" the seller.

She takes this time to make calls upon her friends and acquaintances, of whom she has many. She gossips good-naturedly about every-day trifles, and gravely about the weightier matters of births, deaths and marriages. Of what is called "scandal" she is still in blessed ignorance. She must feel of any new caps or bonnets, examine any new dresses or ornaments, and note any novelty in the fashion thereof. She must greet all the guests, make them all shake hands with her teacher, fondle the children and dandle the baby. Such intercourse gives her great pleasure and some profit, and would give her more, were it not that most people reverse the ordinary rule, and desire to have her talk, rather than to talk themselves. In intercourse with others, they wish to give all and take nothing; with her, they incline to take all, and give nothing. This

is not fair, and is not profitable to Laura. In the commerce of ideas, at least, there should be free trade and entire reciprocity, else half its benefits are lost.

She returns home to supper, after which she writes in her diary, or attends to some correspondence, for an hour or so. She then takes her work and occupies herself busily. She seems perfectly cheerful when by herself and unnoticed; she is better pleased, however, to have any one sit near her, even if they do not speak together. But she is most happy when her teacher sits within her reach, so that she can occasionally exchange a word and a laugh with her, and, when any emotion arises, can throw her arms around her neck and kiss her, which she often does, in the most earnest and touching manner. Usually, however, she is interrupted in the evening by some "callers," — a neighbor, one of the blind scholars, or a domestic. She receives every one, however simple or humble, with an earnest welcome, and busies herself equally for all in getting them seats, and seeing that they are pleasantly occupied. A humble domestic sometimes comes up to take lessons in reading, which Miss Wight is kind enough to give her, and Laura is as glad to meet her, and as ready and happy to aid her, as though she were the richest lady in the land.

She retires to bed at nine o'clock, as a matter of habit and of duty, but never from a sense of drowsiness, for she never seems sleepy. She is wide awake, bright and cheerful, to the last.

Sunday brings some change. Her work is laid aside, and her regular lessons are omitted. But the day brings no gloom or austerity. She regards it as a pleasant day; a day of relaxation from ordinary labor; a day devoted more than others to thoughtful self communion, to a consideration and enjoyment of the blessings and pleasures of life, to social relations, and duties and joys. She would no more think of suppressing a hearty laugh or repressing any outbreak of

mirthfulness, on Sunday, than on any other day; it is truly a day of thanksgiving; and surely the most acceptable worship that she or any one can pay is that of a glad and grateful heart.

This reminds me that upon one of the visits of Governor Briggs, just after he had issued a proclamation for the annual "Fast Day," Laura asked him earnestly why he did not rather make a proclamation for two Thanksgiving Days in the year, rather than for a Thanksgiving in the autumn, and a Fast in the spring.

On Sunday she writes letters to her relatives and friends. She takes great interest in her brothers, particularly in the youngest, who is still a boy at school. She writes him long letters, filled with kind and good advice, touching his health, and his improvement in his studies, and his conduct generally. Such is the daily course of her life, which is seldom interrupted.

It may seem strange to some to hear of a girl who is blind and deaf and dumb, and shorn of half the other senses, being cheerful and even gay and frolicsome. Nevertheless, so it is. There are few persons so light-hearted, so cheery, so full of mirth, so ready at any moment to laugh at a joke or join in a game at romps, as Laura Bridgman.

But what is her idea of fun? Precisely that of any other young person who has a like mental constitution, who has the sentiment or the disposition to mirthfulness. Given this natural disposition, and the opportunities for its gratification are found in any circumstances of life. The intellect has nothing to do with it. There need be no *thought* or *idea* about it; the sentiment or disposition will manifest itself somehow, irrespective of circumstances, and even in spite of circumstances. It leads one to laugh, as it seems to others, ill-timedly, and to say, "Well, I could not help it; I should have laughed if I had had to die for it."

Laura by nature has this disposition so strong that her infirmities cannot repress it. Her education has never tended to lessen it; on the contrary, I have always tried to draw it out and to increase and strengthen it. It is a gift of God, precious indeed to any one, but to her beyond all price, because it gives what men could never give her, though they should pour the wealth of the world into her lap, and place its sceptre in her hands.

But, be the philosophy of the matter what it may, Laura has a sprightly, cheerful disposition, and is given to merriment and hilarity. When she is in good health, and surrounded by her friends, her disposition manifests itself plainly in all her natural language. Smiles accompany every word and action; her spirits animate her, and make her lively in her looks and movements; the slightest manifestation of mirthfulness in others excites it in her instantly; she catches their good humor by a sort of instinct, almost as quickly as we catch it in their smiles; she laughs at their pleasant remarks; she is ready to join them in any merriment; she makes some extravagant comparison, or some burlesque upon their words, and then bursts into laughter. It is with her as with others of the like disposition, — the occasion does not create the cheerfulness, but the cheerfulness creates the occasion. Sometimes when sitting alone, sewing or communing with herself, a merry thought comes over her, and makes her laugh aloud; or, if she is crossing the room, and stumbles over a chair, she laughs, and calls herself "very blind."

Natural cheerfulness, however, though it is an essential part of the character, and can hardly be obscured; though it illumines the pathway of life from the cradle to the grave, and breaks through the thickest clouds of sorrow and adversity, — nevertheless manifests itself in different moods in different stages of our progress; the merry laugh of the boy is gradually softened into the cheerful smile of the old man.

I have spoken of Laura rather as she has been during the time since she was last mentioned, than as she actually is; for now, as she increases in years, the flowing tide of animal spirits subsides a little; the swelling waves of joy are seen, but they break not so often into boisterous mirth. Without being less cheerful and happy, she is in her usual mood more quiet and subdued. Life is to her a boon, and she so considers it; for often, in the fulness of her heart, she says, "*I am so glad I have been created!*"

Her pleasures are of the simplest kind, and taken regularly, and therefore never pall upon the sense. She has not any of that moral intemperance which so often destroys happiness, — the thirst for excitement, the wish for pressing the joys of years into one day, and drinking the whole at a draught, leaving the lees of satiety, perhaps of repentance and sorrow, as the portion of the future. A gleam of sunshine upon her face, a warm south wind, the soft grass under her feet, a growing plant or an opening flower, — any of these things awaken a feeling of pleasure, and often lead her thoughts up to Him who created them. Her lessons afford her continual pleasure. The simple portions of knowledge, her mind's daily bread, are earned by labor, which gives a relish to the homeliest morsel of truth.

Then there are her pure affections, still more abundant springs of enjoyment, from which the deepest draught can produce no moral intoxication. She loves her friends tenderly and indulgently. She never forgets them, but speaks of those whom she has not met for years with earnest interest. To their virtues and praises she is ever sensible; to their faults and their detractions she is indeed blind and deaf. Few persons are less exacting in their requirements, and less censorious in the judgment, respecting their friends and acquaintance, than she is. Indeed, I do not recollect ever hearing her speak censoriously or unkindly of any person. Miss Wight mentions in her journal that Laura has occa-

sionally spoken of the faults of some of her friends with sorrow, but not in a detracting spirit.

Miss Wight, in her journal, observes, very properly, that —

There is one thing that seems worthy of remark about Laura, — the affection which everybody has for her here in the house, where the novelty has worn off, and where, from her love of conversation, she sometimes taxes severely the time and patience of her favorites. But everybody loves her. As Sophia said yesterday, "She is so good they can't help it." And she *is* good to everyone; and whoever comes here, be it Mrs. G——, or the F——s, or S—— B——, she exerts herself to her utmost to make them happy. Sometimes a dozen little girls will crowd round her while she is writing, shaking the table and pushing her arm, and interrupting her to try their powers of saying a few words with their fingers, all of which she will bear patiently, and is always glad when they come to see her.

It is most remarkable that she has not become very selfish and inconsiderate of others, because she has necessarily been in the less blessed situation of receiver, and seldom in that of giver, of favors and kindnesses. This will often cause the seeds of many virtues to perish in the young mind. But, though Laura may have suffered from this cause, she has not become selfish or inconsiderate of others. In the words of Miss Wight, "She is never as happy as when she is able to do something for the comfort and happiness of others, more especially if they are sick and suffering." Perhaps this is a strong expression; but, if it cannot be taken in a literal sense, I, and many others, can testify to the readiness and eagerness with which Laura attempts to show her sympathy with any suffering, and to do something to lessen it.

It has ever been a subject of anxiety with me to have her furnished with opportunities of exercising these virtuous dispositions in the various offices of charity and love, knowing well that they need exercise, just as much as do the

mental faculties. A man may as well expect that he can come to understand the "*Mécanique Céleste*" without early exercise of his mathematical powers, as expect to comprehend fully the Sermon on the Mount without previous training of his feelings of charity and love by actual exercise of them.

He who should propose to become a great mathematician by beginning his studies after his life is almost spent, would be called mad; but he who proposes to spend threescore years in the pursuit of mere pleasure, or fortune, and then begin the *practice* of virtue, so as to die a saintly Christian at threescore and ten, finds so many to keep him company that his sanity is not doubted.

Laura's sympathy is ever ready to flow for those who are afflicted. She lately wrote, of her own accord, the following letter to a lady who had lost an only child.

Sept. 28, 1849.

My dear Mrs. L.: —

I was very much surprised to hear of the decease of your darling, last Tuesday. I hoped that she would recover very soon. I trust that your little Mary is much happier at her new home than she was on the earth. I am very positive God, and his beloved Son Christ, will educate your child much better than men could in this world. I can scarcely realize that the school is so excessively beautiful in heaven. I can sympathize with you in your great affliction. I cannot help thinking of your trouble and little Mary's illness. I know very certainly that God will promote her happiness for ever. I loved her very dearly, as if she were my own daughter. I shall miss her very much every time I come to see you. I send my best love to you and a kiss. I am very sad for you. Yours, &c.

L. B.

It will be seen that she uses language which seems to imply considerable religious instruction; but it would not be fair to suffer such inference to be drawn, because she has

not received what is usually considered religious instruction; that is, she has not been indoctrinated into any particular creed or form of religious belief. Faith she has in God, aye! and love, too, — that love which casteth out fear. Her veneration, which showed itself spontaneously, has been so directed upward to the Creator and Governor of all things, that she lives in consciousness of his protecting presence and loving care. His laws are his angelic messengers, ever hovering over us, — not armed with whips and scorpions, to avenge themselves, but charged to win us upward by love and persuasion. Laura begins to understand and revere these laws, and thus her religious nature is developed without the aid of catechism. More than once it has been seen that the thought of God's presence and love, occurring in moments of irritation and discontent, has soothed her into placid peace and content. She often says, with a joyful and loving look, "Our Father gives us all these things."

In childhood, while her mind was beginning to grow up towards the light of knowledge, and to put forth its timid tendrils to twine around some points of belief which should be its support through its after growth, then I wished that those tendrils should cling only to what was firm and durable. I tried to keep out of her reach all pestilent catchwords and sectarian shibboleths. I tried to train her up according to what seemed to me the will of her Creator, whether written in a book or manifested in nature; but I did not care that she should know too early the name which men give to their notions of his attributes, whether it be Jove, Jehovah, or God. Having full faith in the religious nature of man, I could no more doubt that, with the growth of her mind, the religious capacities and dispositions would show themselves, than I could doubt that an acorn I had planted would grow to be an oak rather than a hemlock. I was not anxious to pull it up to look at its roots, or to twist and bend its

twigs that it might grow in any particular form. I wished to encourage in her the growth of those virtues which seem to be the elements out of which the religious character is afterwards formed, — veneration, trust and love; conscientiousness, ideality, hope, and the like. As for the particular form of belief which she should adopt, I had less care.

I supposed that when, by the action of her perceptive faculties, her acquaintance with facts should become sufficiently extensive, then her mind would begin to put forth its higher powers, and generalize the knowledge that had been furnished to it. I wished to avoid the common error of giving a creed first, and the elements out of which faith ought to be formed afterwards, when the form of belief was fixed. I trusted that the free elements of thought would crystallize around certain natural points of belief, and I did not care to hasten the process by introducing any artificial nucleus to give special form to the future faith. Nor was my trust disappointed. It was a source of the highest satisfaction and pleasure to find that, as causality began to work, these influences were formed naturally. Women make bread and clothes, and the like; men make tables, and chairs, and desks, and houses; but no woman nor man makes the sun to shine, the rain to fall, the grass to grow; *therefore*, there must be a superhuman power. I do not mean to say that, at any particular time and in any concrete form, she stated this inference; but I do say, that, to the best of my knowledge and belief, her mind passed through this process and underwent these changes; that no one directly aided its progress, or shaped the form of her belief, but that alone and unguided she sought God, and found him in the Creator.

It was a touching and beautiful sight to see this young soul, that had lain so long in utter darkness and stillness, as soon as the obstacles were cleared from its path, begin

to move forward and upward, to seek and to own its Creator, God. It was as if the lost Pleiad, brought back again to her native sphere and under her native influences, should begin to move onward with graceful sweep, and, joining her sister stars, renew her circling homage around the central throne of light. Her intellect had done part of its work; it had brought God to her mind.

It would have been most interesting to watch the further progress of her mental development; to see, as her moral nature began to be active, with what moral attributes she would clothe the Creator, whose existence she had, as it were, discovered.

I should have been willing to bear the clamorous reprobation that was already beginning to rise from those who considered me as standing between her and what they called religion, and thus perilling her soul, because my faith in the correctness of my principles was as firm as theirs in their own, and my interest in Laura's well-being not less than theirs. I had, moreover, the full permission of Laura's parents to do as I thought best in the education of her who had become in some sense my child. But circumstances arose which obliged me to confide her to the care of others. She has had the guidance of an intelligent and virtuous woman, who has an earnest religious nature, without any bigoted attachment to the outward form in which the religious nature of other persons happens to manifest itself. It will be seen, by Laura's manner of writing and talking, that she has adopted notions common to liberal Christians, though I must say they are not more definite or firm than those of most young persons.

Conversing one day lately about a friend who had gone far away, Laura said, "How glad I am that our minds are made to go thousands of miles away, to see our friends and be with them, though they are so remote!" She sat reflecting a moment, and then said, "Will our minds be

alike when they go to heaven, away from our bodies?" meaning, Will they be like in their powers to what they are now? The answer was, "Probably they will be." She then added, "I have been thinking how powerful God is. How hard it is to think God has lived forever. If we were all alike we could not know each other. I think we shall know our friends much better than we do here" (meaning in heaven). "But I have not naturally much trust and confidence in God; Christ had the most confidence in God, — he was willing to be killed. Do you think Christ feels like himself now in heaven? Do we think as much of our only Father as we ought to? Does it not give you more love in your heart to think much of him? It does me." After a pause she asked, "Should you like to live here as long as we live?" meaning, to live forever in this world. The answer was, "I am contented and happy here now;" to which she rejoined, with much emphasis, "So am I!" This is human nature alike in the richest prince and poorest peasant. The dying Medici murmured to the priest who pictured the splendors of the heavenly mansion he was about to enter, "But I should have been content with the Pitti Palace;" and Laura would not willingly leave a world, to the outward beauties and harmonies of which she is blind and deaf, for any paradise that can be painted to her. She now has faculties for comprehending, and capacities for enjoying, this part of heaven; she has none for the other. It would not be hard to make this world a vale of tears to her, or torture her into a desire to leave it; but at present she is grateful for the boon of existence, and happy in its enjoyment. By and by, when, by retrospection, she can understand what progress is, — when she has made all she can here, — then, perhaps, she will more willingly spread the pinions of her soul, and soar to higher states of existence.

She sometimes gives moral and religious advice to persons

who are in every way her superiors in mind, with a beautiful simplicity. In a letter to Mrs. Farnham, who was going on a mission of good to California, she wrote: —

I hope you will be very happy and useful and loving and kind always: and also that you will have reverence and respect for all human beings. I feel in my heart that you will strive to do the duty for God, and it will please Him so much to see you doing the most good to all in the world. I shall wish to hear of your happiness, and the country, &c. so much! You must think of me and ask for my [his?] sympathy and confidence when you are troubled and homesick in mind and heart. You must not think I shall forget you in my life, if I do not write to you frequently.

It will surprise some, who know how many years have been spent in teaching language to Laura, and who read the foregoing specimens of her speech and writing, to hear that much of the labor, even of the last two years, has been upon language, and that her knowledge of it is yet so very imperfect as to be a great stumbling-block in the way of her progress. Much has been said upon this subject in connection with her history; but I can never recur to that history without perceiving that its most interesting phenomena are so closely connected with the phenomena of the development of language, that they can hardly be considered apart. Her life and experience will be useful in various ways to those engaged in instruction, but in none, perhaps, more than by throwing light upon the subject of language, — the mode in which it is learned, and its importance in the development of the intellect.

Language is important to her, and indeed to all of us, not merely as a vestment to the mind and an instrument of the thought, but important to the moral as well as the intellectual nature. It is not an outright gift from God, to be used or abused, cultivated or neglected, at man's will

or whim; but, like all his precious gifts, it is in the nature of a trust, limited by conditions and attended with responsibilities. These conditions and responsibilities are too often violated and neglected; hence men not only fail to reap all the profits from the use of the trust, but incur the penalties of its abuse. For instance, a great mind generates a great thought, such as those of common strength could neither conceive nor give birth to; he embodies it in words, and sends it forth upon the wings of language for the use of humanity. Without such embodiment it would be worthless to every one but himself, and even with it is useless to those who, having ears to hear, do not understand. The number of those who hear without comprehending is very great, — greater, sometimes, than those who hear and understand also. Nay, it may be said, with regard even to some of the most precious words of wisdom, that they are comprehended by very few in each generation of those who repeat them over as familiarly as household words. This is often a source of loss, if not of evil. Children hear the words of some sentence which embodies a great truth; they repeat it over as they grow up, they assent to it, they seem to believe it, and yet never fully comprehend it in all its bearings. This is true even of simple propositions asserting concrete truths. For instance, "The earth revolves upon its axis, and around the sun." Many learn this at school, repeat it over ever afterwards, believe it all their lives, and seem to understand it, but form no adequate conception of its meaning. Many die without ever seeing with the mind's eye the bulky globe suspended in space, spinning swiftly around, now in the sunlight, now in the darkness, with its broad continents and towering mountains standing steadfast in their places, and the great ocean bulging out on either side, while the whole rushes forward on its circuit, steering its way among other globes, to come back in a year to precisely the same place from which it started, without having swerved

from the path it was bidden to follow. How few there are, who, if lifted off the earth and shown the magnificent spectacle, would not exclaim that they never before comprehended the meaning of the words they had so often uttered, — "The earth revolves upon its axis, and around the sun." We all know the earth is round, but how many there are, who, if asked which way China lies, would point to the east, rather than down between their legs! How few school-committee men think an artificial globe necessary, and how much fewer are those who would allow a master to take his class to the top of a hill or spire, to point out the coast and islands, mountains and rivers.

Propositions like the above, concerning the globe, are simple indeed, compared with thousands to which men give unhesitating assent, without the capacity of comprehending them. Some are simple propositions touching mere doctrine, and comparatively unimportant, as, God is three, or God is one; but there are others which are accepted just as readily, though they involve abstract principles upon which depend all the great doctrines of morality and religion. These are learned by rote, and repeated over without being understood or felt, until they become dogmas, articles of faith, to which men cling as pagans cling to their idols. Hence the force of the satire, that some men will write for religion, fight for religion, die for religion, — do anything but live for religion. It is only now and then that a man of inquiring spirit strips off the husks of words that cover the kernel of truth. Others are brought to feel the depth and force of what before were unmeaning words, by some personal experience, which brings it home to their bosoms. For instance, a man who was taught to lisp the Lord's Prayer from early infancy, may repeat it over every day; may seem to feel, comprehend, and accept the sublime doctrine of forgiveness there taught; he thinks he can forgive any injury. But let there come suddenly upon him

one of those terrible wrongs which pierce the soul with a sharper pang than death of parent, child or lover, and then let him pronounce the words, "Forgive us our trespasses *as* we forgive those who trespass against us," and he will falter; he will hesitate to ask God to mete out to him *only* that measure of forgiveness which he metes out to the offender against himself; and the Amen! will stick in his throat. It never stuck in Macbeth's, until the full force and meaning of the "God bless us!" which he had used all his life, was suddenly brought home to him by the fell deed he had just done.

Precepts given before they can be comprehended are apt to degenerate into lifeless and unmeaning dogmas; and it was partly to prevent their doing so that I deferred so long this part of her instruction. It would be absurd, of course, to push the doctrine to its extreme, and never impart an idea beyond the full comprehension of a child; but it is not absurd to keep the doctrine in view.

She was early taught that words must come to her as things bringing some meaning; if they do not show it at once, she challenges them, and bids them answer. She will not go over the first chapter of a book without stopping you at every verse. Tell her God created the world in some way that mortals cannot comprehend, and she lets it pass. Tell her that he created it out of nothing, and she cries, "How can that be? what is nothing?" When told he did it in six days, she simply exclaimed, "How industrious he must have been!" Other children have their capacity for receiving statements so early and enormously developed, that any doctrine is received easily; but Laura, beginning later, strains at gnats, while they swallow camels. Of her own accord she challenged doctrines that she would doubtless have embraced unwittingly if she had been taught in the common way; to say nothing of certain doctrines and dogmas, the piquancy and force of her objections to which

might give offence if published. Take for instance, her view of capital punishment, when first explained to her. The eye for an eye, and the tooth for a tooth, and the precept, "Whoso sheddeth man's blood, by man shall his blood be shed," and the like, had not prepared her for it; the usual process had been reversed; she had learned the doctrines of the Sermon on the Mount before those of the old dispensation. Hence, she was shocked at the idea of putting a man to death, and taking a second life because one had already been lost, punishing a man instead of forgiving him, doing him harm instead of doing him good. The manner in which she expressed thoughts, as they first came into her mind, has already been related.

She had been guarded in some measure from the error into which most of us fall, but to which children and uninstructed persons are especially prone, — that of misunderstanding and perverting the true meaning of words. We are apt to use connotative terms without any precise idea of the connotation; we are satisfied if a word denotes the thing or subject of which we speak, without any definite notion of the attributes connoted by it. Children must, of course, rest satisfied at first with that part of the meaning of words which denotes the particular object of their thought; but they should be taught early to distinguish the attributes connoted by the word; that is, learn what qualities or conditions in the object are implied by its name. The omission of this exercise in the training of children is common, and it is fatal in most cases to all hopes of attaining precision and accuracy of language, because persons rarely learn to correct the fault afterward; and its consequences are felt by them in various ways, and often result in great mischief to individuals and to society.

A word of explanation may not be amiss, because it illustrates the mode of teaching Laura in the beginning of her course. Little children amuse and train themselves by at-

taching names, as labels, to things, repeating them over and over, and ringing changes upon them. There is little thought about it; it is merely a playful exercise of the mind, and yet the process is a very important one. They do not notice, at first, the attributes or qualities that go to make up the thing. They seize upon the general outline or whole group of attributes, and utter some sound which is to them a name; or, if they hear us give a name to it, they instantly imitate us; they hang on a label as like ours as they can make it, no matter whether it is good or bad. For instance, we say *dog*, and a Frenchman says *chien*, and the child adopts either with equal readiness, because there is just as much fitness in the one name as in the other. But if our vocal sign bear any resemblance to any peculiarity about the beast, — as *bow-wow!* — the meaning of that sign is more quickly perceived, the imitation of it is more readily made; and, if the child happen to hear the dog bark, the connection between the sound and the animal becomes indelibly impressed upon his mind. He hangs the label on to the right object at once, and never forgets where it belongs. "Bow-wow!" "baa! baa!" "quack! quack!" are natural and good labels, more easily learned, more easily comprehended and more firmly retained, than "dog," "sheep," and "duck," — comprehended, too, the world over.

The next animal, however, that the child sees going upon four legs, bearing however remote likeness to the first, be it a bear, a sheep or a calf, revives the impression made upon his mind by the dog; and he instantly produces its label, and, tacking it on to the creature, cries, "Bow-wow!" He has not yet learned what are the peculiar attributes connoted by the arbitrary word *dog*, or by his own more natural name, *bow-wow!* Little by little he perceives that there are peculiarities about other animals, and notes the most striking of these, — the horns, for instance, or the

shaggy fur; and he then requires a sign-word or a label for each one of them, and makes one, or takes one used by others, as cow, bear and the like. He learns, however, very slowly, perceiving only the most striking attributes of the object; he at first mistakes a wolf or a fox for a dog; and, even after he has ceased to do this, he has yet more to learn about the thing signified by the word *dog*. He must become acquainted with poodles, terriers, spaniels, hounds, bull-dogs, lap-dogs, water-dogs, and all the varieties of the species, before he understands the most striking attributes connoted by the term *dog*; nor does he yet comprehend the whole of the connotation, unless he knows the habits of the animal and its anatomical and other peculiarities. It may seem pushing the figure too far to say that few men comprehend fully, if any do, the whole meaning and connotation of the word *dog*; nevertheless, it is in some sense strictly true. A man may own packs of them, and not know the whole meaning and connotation of the word, unless he has paid uncommon attention to the natural history of the animal.

In view of the principle above alluded to, the teacher should train children as much as is possible to observe carefully, not only what objects are denoted by names, but what attributes are connoted also. This, however, is rarely done; and most of us grow up with very vague and imperfect notions of what is meant by the words we use. Children at first care only to obtain names for whatever presents itself to their senses in the concrete, — a stone, a house, a tree; and of these they seize only upon the most obvious appearances, — the hardness, the structure or the foliage. They do not note the weight and texture of the first, the structure and plan of the second, or the growth and functions of the third. They gradually acquire vague notions of the attributes of an object, so far as they are presented in the concrete; but it is rarely that

they come to think about all that is implied by the abstract terms *weight*, *structure* and *function*. Nay, few grown people ask themselves what is implied by what seem concrete terms, but which are really abstract terms, such as *size*, *weight*, *smell*, etc.; and, if they should be required to define such words as *fault*, *virtue*, *affection*, they would have to resort to an extensive circumlocution, and, probably finish by giving an example instead of a definition. Such persons, talking with Laura in the early part of her studies, and running on glibly with what seemed to them the easiest and simplest words, used to be astonished at her stopping them to ask, "What do you mean by *virtue?* What is *quiet?* What is *solemn?*" Their amazement, however, was not equal to hers, at finding they could not explain the words they had been using. Any one who has had dealings with the world, and has thought upon the subject of language, will see how this vagueness of people's ideas about the meaning of the words they use becomes the source of misunderstanding and mischief without end. To say nothing of the intentional double-dealing of all, from the Pythoness at Delphi to the pettifogger everywhere, who purposely keep the word of promise to the ear, while they break it to the hope, — what wars and fightings among nations, what disputes and quarrels among individuals, what polemics among divines, what protocols among statesmen, what speeches and fees among lawyers, might have been saved to the world, if certain words, written down hastily, had been clearly understood by the writers and by the readers!

Why is it so notoriously difficult for a man to give clear instructions to an agent, to draw up a contract, or even to write his own will, so that his wishes and his meaning shall be clearly understood, when he is not by to explain it? Partly because his ideas of the meaning of language are so vague, that, as soon as he has written down

one word, he is obliged to write down others in order to explain its meaning, to re-affirm the same thing in another way; forgetting that, the more he writes, the more room he leaves for doubt; the more he extends his flanks, the more he weakens his centre.

It may be the same with the will and testament of a generation, expressed in the form of a constitution. The hands that deliberately wrote it are scarcely cold before people are quarrelling about its meaning. What a satire upon language is the fact that the ablest men in our day and generation are employed in trying to teach the people to read understandingly, and succeed with only a few at the head of the class! If our fathers had written down, with decalogic simplicity and terseness, Thus shall ye do, and thus shall ye not do, where would have been the necessity of expounding their meaning?

Perhaps, however, the case is not a happy illustration of the principle; for sometimes writers, being afraid or ashamed to show exactly where they are and what they mean, scatter their ink about and make a cloud, after the manner of a certain fish, seeking darkness rather than light. The best illustration might be found in the mode of learning language by children, were it not that they fly on so swiftly from interjections and exclamations to words, from words to sentences, and from sentences to continuous speech, that we can hardly distinguish the steps of the process. When, however, they are kept back, as the deaf mutes are, and obliged to learn slowly, and still more in a case like Laura's, where every step is apparent and costs a great effort, then we can mark the exact course which nature causes them to take.

Laura's case, indeed, furnishes means by which a person of the plainest sense may see, as through a magnifying-glass, the workings of the mind, which are so rapid and subtile in ordinary cases as to be understood only by

the most keen and observing men. In learning words, she derived not so much advantage as other children do from the stimulus of pleasure, which makes what would be otherwise a task delightful play. Pleased and glad was she, indeed, to be able to learn language; but her pleasure was not exactly of the kind which little children feel. Many never think — happy things! — of the *use* which language is to be of to them; they do not perceive that the mind is *at work* in learning to talk, any more than the lambkin perceives that it is working its muscles when gambolling upon the greensward. The love of imitation, the disposition to name things, the pleasure of comparing them and finding resemblances and differences, and, above all, the unconscious desire to communicate with others, — all these motives urge on the child to ceaseless prattle. Now, in nature there is a time for everything, and things learned out of season must be learned less easily and perfectly than if learned in season. Laura had passed the season of life when the vernacular tongue should be learned, before the help came by which she was enabled to learn at all. Five precious years, in which, perhaps, as much, if not more, is learned by children than in any other five years of life, had been to her a dark and silent blank. The natural *disposition* for speech had probably become weakened by long disuse. When she did begin, she was not impelled by sportive playfulness, but by a conscious desire for light, and by a wish to communicate with those who were striving to widen the narrow loophole of her imprisoned mind. The history of Laura's case, though it teaches us how pleasant may be the pursuit of knowledge at any season, and under the greatest difficulties, teaches us, moreover, that it is most pleasant when conducted according to the indications of nature.

The child of two or three years old keeps continually repeating over the words it hears pronounced, wagging its

baby tongue, trying to work its tiny muscles, and to pucker its little lips, without knowing why, or caring wherefore. It chases after new words with as much glee as it would chase after butterflies, and fills its infant mind with names of things and thoughts of resemblances among things, as gayly as it would gather into its apron smooth pebbles and shining shells. This delightful play lasts so long as we let dame Nature keep school, and content ourselves to act as her assistants. She calls out the higher faculties, one after the other, in their proper order, and furnishes them with the kind of knowledge suited to them; so that the exercise and gratification of each one of them give as much pleasure, though of a different kind, to the child, the boy and the youth, as word-play gives to the infant.

Work, painful labor, fatigue, — such things are not known in dame Nature's school. Pleasure and not pain, rewards and not punishments, are the inducements she holds out for mental exercise. There is something wrong when study is a painful task, and enforced by fear of suffering. It shows that the mind of the scholar has been neglected, or that the wrong subject is presented, or presented in the wrong way or at the wrong time.

The end and aim of instruction are to make us wise and good men; to bring us to closer union with, and greater love of, God, by knowledge of the manifestations of his presence and the revelations of his goodness, by which we are everywhere surrounded. To suppose that any of the approaches to his presence are over stony soil and through thorny paths, and that we are to be driven by dread of something worse than bleeding feet and torn flesh, is to doubt whether the force by which he draws his children to his bosom is that of love.

The food we eat is not more certainly the means of growth and strength to the body, than is the knowledge we acquire the means of growth and strength to the mind; and

the pleasure felt in eating healthy viands is not more natural and certain than that felt in learning, if it only be that the learning is rightly adapted as to time and quality and quantity. To give strong meat to babes, to stuff the stomach with food out of season, to coax it to carry an overload by making the burden sweet and luscious to the taste, is just like what we do when we give children instruction beyond their years, and induce them to take what they dislike, or more than they want.

Laura, by her experience, has enforced the lesson taught by thousands before her, but so often unheeded, — that no theory of instruction can be perfect which overlooks the intimate connection and mutual dependence which God has established between the body and the mind. To keep this connection ever in view, seems, to some, low and grovelling; but it is only false pride which makes it seem so. In the eye of God, that notes every falling sparrow, there is nothing created great, and nothing little. He gave us the stomach as well as the brain; the one to digest food for the body, the other thoughts for the mind; and he coupled pleasures and pains, to mark our obedience or violation of the conditions of his gifts. The ills we suffer from abuse of the stomach are not more manifold and manifest than those which follow abuse of the brain. The plethora or leanness, the risings and sinkings, the flush or the pallor, the craving or the nausea, the pains, the palpitations, the tremors, or whatever other ailments follow abuse of the first, have their counterparts in the consequences which follow abuse of the second; in thick-skinned stupidity or thin-skinned sensibility, in passion or apathy, in weak credulity or weaker skepticism, in timidity or in rashness, in oddities, irregularities and the manifold forms of monomania and insanity.

Laura's case has been watched, not with the purblind eye of affection only, but with the aid of such light as physi-

ology could give; and it has been seen that the condition of her mind and her affections was closely connected with the condition of her physical system. Let it not be supposed that her usual gentleness, her affectionate disposition and her cheerfulness, come altogether from a happy constitutional temperament, for it is not so. On the contrary, she inherits a constitutional disposition to irritability and violence of temper. The nervous system is the predominant one in her physical constitution. When this is disordered, its tendency is to destroy the equanimity of her temper, and it requires a mental effort to prevent its doing so. Laura relates how impatient she used at times to be, before her instruction was commenced, and when she sat comparatively alone in her dark and silent prison; how at one time, starting with uncontrollable impatience, she threw the kitten from her lap into the fire.

She might have been ruined by hasty and injudicious treatment, or one which did not keep steadily in view the connection between her mental and physical condition. Miss Wight never lost sight of it; for, even since her charge of Laura has commenced, there has been more than one occasion when Laura, unstrung as it were by bodily indisposition, has lost command of her temper. Allowance was made for the disturbing physical cause, but not so fully by herself as by others. Her awakened conscientiousness comes along close after the sin, and smites her terrible blows, disproportionate, indeed, to the offence. She has long been accustomed to make strong efforts to preserve an equable temper, and generally with entire success. Sometimes, however, there seems to be a sudden paroxysm, and an irrepressible nervous explosion. She immediately becomes conscious of it, and, if she has shown petulance to her teacher or unkindness to any one, she is sad and self-reproachful for a long time. Such scenes are rare, and, to the best of my knowledge and belief, never disconnected with some derangement of her physical

health. Under ordinary circumstances she is removed, it is true, from many of the petty cares and ills of life which try the temper of others, and her mental horizon is as clear as a summer sky. When indisposed, however, it has sometimes been suddenly overcast, a flash seen, and then all has become clear and mild again. It is not very long since a painful scene of the kind occurred. She became intensely nervous and excited, without apparent cause; seemed to become almost beside herself with suppressed temper; grew white, and then, by a sudden movement, like that of an insane person, she struck her teacher a blow. It was over in an instant, and then she sunk as into a collapse. The agony of her self-reproach grew intense, irrepressible, and she ran away to her closet, shut herself in, and was heard for hours sobbing and weeping as though her heart would break. For a long time nothing could comfort her; tenderness and kindness seemed only to add to her distress.

The next day she was still suffering, and said most earnestly, to some assurances of continued love for her and trust in her good conduct, "But how can you ever have confidence in me again? How can I learn to control myself? I often feel irritable and impatient, and can control myself, but occasionally my impatient feelings are so strong I cannot control my body."

But I turn gladly from the blemishes which have appeared momentarily, and at long intervals, and which are mentioned only in the discharge of duty as a chronicler. It is far easier and pleasanter to speak of the habitual mood of her mind, and to dwell upon the gentleness, kindness, cheerfulness and affection which she manifests, and which make her a truly amiable person in her deportment. The incident I have mentioned above is known only to her teacher and myself, and a knowledge of it will probably excite the surprise of those inmates of the house who see Laura most frequently.

There are perhaps maidens who have inherited a happy physical organization, which works on in healthful play, uninterrupted by an hour of disorder, without any jar or discord; their harp of a thousand strings has ever been in perfect tune, and discoursed sweet harmony of life and character. But such persons are rare. They would be rarer, if three of the great avenues of sense were blocked up; and rarer yet, if they were placed under a microscopic observation, as Laura has been, all their faults "observed, set in a note-book, learned and conned by rote." For the few there are, however, we must thank Heaven. Were there but one such among the countless generations that have been born, we should take courage, and hope for humanity. That one may be the perfect type of woman, and more may be formed like her, and yet more and more, till she shall be the prevailing type; for the highest possible attainment is the most desirable one, and what is most desirable is surely attainable, else the God we trust in is not the true God.

My hopes of Laura have been, in some respects, disappointed; but that is clearly because they were unreasonable. Some important considerations were overlooked; such as the hereditary disposition, the deranged constitution, the undue development of the nervous system. The result, however, has been to give an increase of faith, amounting to conviction, in the efficacy of wise measures for moulding and shaping character. Native dispositions and tendencies and peculiarities may never be eradicated or entirely changed; but, by repressing some and encouraging others, by removing this temptation, and bringing in that inducement, the young and tender mind may be trained up to strength and beauty.

The disturbing forces are various and strong, but the native tendency towards good is uniform and everlasting. The corrupting influence of vicious associations is great, but the purifying influence of virtuous associations is greater. I

now see, with pain and sorrow, how some unfavorable influences might have been kept from acting upon Laura's character; but I see also, how, under ordinary circumstances, a person inheriting the mental peculiarities that she does — with imperfect health, wearing her nerves upon the outside, as it were, and so sorely bereaved of the senses through which come most of the material pleasures of life — would almost certainly be selfish, querulous and sad, whereas she is generous, uncomplaining, and even happy.

In the language of Miss Wight, "Much might be said of her sympathy with those about her who are sick or in trouble, and those who are suffering everywhere; of the innocent simplicity of character which she has preserved, notwithstanding the attention she is continually receiving; of her sorrow for the faults of others, speaking of them in sorrow and not in a detracting spirit." "I am confident," says Miss W., "that with me, or any one who loved her, she would work all day long patiently for her daily bread. Now and then, indeed, she speaks sadly of the time when she must leave the school and do so."

This leads me to speak of a subject about which there should be forethought and preparation; to wit, the means of her support in the future. She understands the worth and the importance of money, and begins to be desirous of possessing it, not as an end, but as a means. It would have been easy to conceal this knowledge from her, and some regret that it has not been done, lest it shall destroy to her some of the beauty and poetry of life. But it is a truth and reality, and there is no true poetry and beauty inconsistent with a knowledge of these. It never occurs to her that her friends may die, and she be left to the charities of the world, or that its charities are ever cold, for she has known only its loving-kindness; but she simply feels a desire for independence. She knows very well what this is; she perceives what a difference it makes among her

friends and acquaintance. Some of them are wealthy, some are poor; and, though she cares not for wealth, she would shun poverty.

She knows the cost of rich shawls and fine lace, of precious stones and jewelry and furniture; but no display of them ever seems to affect her appreciation of the owner's worth. As yet, she has escaped the disturbing influence which wealth, and other hollow and factitious distinctions among persons, have upon the opinion and esteem in which they are held. She is no respecter of things artificial or superficial. The absence or presence of "the guinea's stamp" alters not, in her mind, the value of the metal that is in the man. No display of wealth or luxury can dazzle her, though it may be perceived by her. Even beauty of person or sweetness of voice fails to affect her. The seductions of the smile and of the eye charm not her judgment into sleep. The speaker must drop, before her, the masquerade of soft smiles and sweet tones, which impose upon others, and his words have weight only according to their real worth. They must be signs of feelings and deeds, and, if they tally not in every particular with the things they represent, they are thrown aside as counterfeit and worthless coin.

She meets the Governor of the State as quietly as she does the most ordinary person; and she would meet the Queen of England just as quietly, though she might perhaps raise a curious hand to feel if she wore her crown. True, she is fond of being neatly dressed herself, as has been said, and she is curious to know all about the newest fashions. She would, if permitted, examine with eager fingers the new articles of dress upon a fashionable lady fresh from Paris; but her admiration of their qualities would not be transferred to the wearer, any more than it would to the padded figure that turns round and round in a shop window. Nevertheless, she has an appreciation of the value

of the comforts and refinements of life, and of the im
portance of having the means to secure the enjoyment o
them. Her father is a respectable farmer, and a man o
some worldly inheritance, and he would gladly give he
the shelter of his home for life. She loves her parent
and her brothers, but she could not find in their remot
village the means of continual culture and improvement
which are to her the bread of life, and the appetite fo
which grows by what it feeds upon. She desires to posses
what she knows to be the key to many of the pleasures an
advantages of life, to wit, money; and is beginning to gathe
it together in her small way. She works constantly, makin
bags, purses, etc., which are sold, and the profits pai
to her. It is evident, however, that she cannot earn enough
by ever so diligent use of her fingers, to give her a com
petence. Other means she has none, though she sometimes
with pleasing simplicity, says she has. In a late conver
sation with Miss Bremer, Laura asked her, with perfec
simplicity, whether she found that writing books "pai
well." "Pretty well," was the reply. Upon which Laur
eagerly rejoined, "Do you think, if I should write a book
it would pay well?"

Perhaps, by a little effort on the part of her friends
money enough might be raised to buy for her a life annuity
which would place her beyond the reach of pecuniary want
and secure to her the attendance and companionship o
some young lady, who could be to her what Miss Wigh
has so long been. Laura will do what she can, diligentl
and cheerfully, to perform those duties and labors of life
of which every conscientious person should discharge hi
proper share. She asks no one to do for her what she ca
do for herself. She wishes no one to be her menial o
servant. She has already done some service in her day an
generation, by setting forth in her deportment, under he
sore afflictions, the native dignity of the human character

She has shown in what degree the spirit is dependent upon the senses for its manifestation and enjoyment. She has shown how little the factitious and arbitrary distinctions of life are necessary to happiness. She is, however, utterly dependent upon human sympathy and aid for the continuance of her happiness, and even of her life. She can appeal only as she has done, by the mute exhibition of her helplessness, for that sympathy and aid. Hitherto it has been proffered with eagerness and in abundance. May it never be withheld; may an hour of need never come to her; but may new friends be raised up to her, when those who now watch over her with the tender solicitude of parents can watch over and comfort her no longer upon earth!

Respectfully submitted,

S. G. Howe.

Laura was now twenty years of age, and Dr. Howe's reports upon her education end here. In the Forty-third Annual Report of the institution he repeats the story of her early training; but so closely does this resemble the accounts already given, that we quote here only the following paragraphs referring to later years: —

During many years Laura passed most of her time in exercises such as those above described; new ones being devised as she proceeded. She spent as many hours daily in her studies and mental work as was consistent with her health; but all the rest of the time was given to gymnastics, or learning to handle domestic implements, as the broom, the dish-cloth and the needle; to sew, to knit, to braid, to occupy herself in simple housework, sweeping floors, dusting furniture, making beds; finally, to more difficult kinds of work, as crochet-work, and the like. . . . She has attained such facility for talking in the manual alphabet, that I regret that I did

not try also to teach her to speak by the vocal organs, or regular speech. The few words which she has learned to pronounce audibly prove that she could have learned more.

This notice of Laura is followed by an account of Oliver Caswell, which shows something of Laura's share in his education. Indeed, the two children are here so closely associated, and present such a remarkable picture, that this narrative is quoted almost entire: —

The next case which I heard of was that of a boy named Oliver Caswell.

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I procured his admission into our institution, and, by the aid of the zealous and intelligent young ladies who had been engaged in training Laura, proceeded, by the same methods and contrivances as had been devised for her instruction, to develop his means of communication with others. After long, oft-repeated and patient efforts, he got hold of the thread by which he was led out of his dark and isolated labyrinth into light. He learned to express his thoughts by the manual alphabet; to recognize the signs of letters made by the fingers of another person; to write legible letters to his family; to read his Bible and other books; and also to work dexterously at simple trades, such as making brooms and door-mats, bottoming chairs, and the like.

Laura herself took great interest and pleasure in assisting those who undertook the tedious task of instructing him. She loved to take his brawny hand with her slender fingers, and show him how to shape the mysterious signs which were to become to him the keys of knowledge and methods of expressing his wants, his feelings and his thoughts; so that he might have free and full communion with father, mother, brother, sister, and friends of all degrees. Patiently, trust-

ingly, without knowing why or wherefore, he willingly submitted to the strange process. Curiosity, sometimes amounting to wonder, was depicted on his countenance, over which smiles would spread ever and anon; and he would laugh heartily as he comprehended some new fact, or got hold of a new idea.

No scene in a long life has left more vivid and pleasant impressions upon my mind than did that of these two young children of nature, helping each other to work their way through the thick wall which cut them off from intelligible and sympathetic relations with all of their fellow-creatures. They must have felt as if immured in a dark and silent cell, through chinks in the wall of which they got a few vague and incomprehensible signs of the existence of persons like themselves in form and nature. Would that the picture could be drawn vividly enough to impress the minds of others as strongly and pleasantly as it did my own! I seem now to see the two, sitting side by side at a school desk, with a piece of pasteboard, embossed with tangible signs repre-

senting letters, before them and under their hands. I see Laura grasping one of Oliver's stout hands with her long, graceful fingers, and guiding his fore-finger along the outline, while, with her other hand, she feels the changes in the features of his face, to find whether, by any motion of the lips or expanding smile, he shows any sign of understanding the lesson; while her own handsome and expressive face is turned eagerly toward his, every feature of her countenance absolutely radiant with intense emotions, among which curiosity and hope shine most brightly. Oliver, with his head thrown a little back, shows curiosity amounting to wonder; and his parted lips and relaxing facial muscles express keen pleasure, until they beam with that fun and drollery which always characterize him. Laura shows seriousness amounting to anxiety; and expressions of hope, mingled with those of doubt and fear, depict, as in a clever pantomime, the ever-changing emotions of her awakened mind. Oliver is eagerly attentive, — wondering, and yet smiling, as if resolved that, come what may of the strange proceeding, he will get some fun out of it.

Three years wrought a strange change and wonderful improvement. They would stand face to face, as if expecting some burst of light to dispel the utter darkness, and enable them to see each other's countenance. They seemed listening attentively for some strange sound to break and dispel the perpetual and deathlike silence in which they had ever lived, and permit them to hear each other's voice. The expression of Laura's countenance was much more vivid than that of Oliver's; indeed, it was sometimes painful, rather than pleasant, owing to the anxiety expressed by her singularly marked and symmetrical features, which was sometimes so intense as to beget the thought that she might be a wild young witch, or be going mad. Oliver, on the other hand, was ever placid, smiling, and frequently overflowing with jollity and fun.

How changed the scene of their intercourse after four or five years' use of tangible speech had given them a great range of language, and enabled them to interchange thought and emotions easily and rapidly! Laura, quick as lightning in her perceptions of meaning and in her apt replies, would still almost quiver in her eagerness for greater speed in the flow of her companion's signs. Oliver, patient, passive, reflective, and even smiling, was closely attentive. As the interest increased, Laura would gesticulate with arms and hands, as well as fingers, and dance up and down upon the floor excitedly; while Oliver's face, as he grew a little moved, would become flushed, and the perpetual smile on his lips would spread into a broad laugh, which made his pallid face the very image of fun and frolic. No scene on the boards of a pantomimic theatre could exceed this real, living, but silent, intercourse between two sorely bereaved but happy youth, who never thought of the impression which they made upon beholders.

Oliver's case was in some respects more interesting than Laura's, because, although far inferior in mental capacities, and slower in perceptions, he had an uncommonly sweet temper, an affectionate disposition, and a love of sympathy and of fun, the gratification of which made him happy at heart, and clad his handsome, honest face in perpetual smiles. But Laura, although comely and refined in form and attitude, graceful in motion, and positively handsome in features, and although eager for social intercourse and communion of thought and sentiment with her fellows, had not that truly sympathetic nature which distinguished Oliver. He might, and possibly did, unconsciously, love her a little; but she never loved him, nor (as I believe) any man; and never seemed to pine for that closer relation and sympathy with one of the other sex, which ripens so naturally into real and sympathetic love between normal youth, placed in normal circumstances.

NOTES ON LAURA BRIDGMAN.

Among the papers left by Dr. Howe were found many loose sheets, generally marked with some caption to which the name of Laura Bridgman was added, and containing material apparently jotted down from time to time, as hints for chapters of the book which he intended to write upon his beloved pupil. The paragraphs on pages 372–375 are evidently memoranda made at an earlier date, while Laura's education was in progress. Fragmentary as these notes are, and not intended for publication in their present incomplete form, nevertheless, to those interested in the subject, they are so suggestive that it is thought desirable to preserve them; and they are accordingly presented in the following pages, as the last records of Dr. Howe upon a subject which he had studied long and carefully.

Introductory.

"Sweet are the uses of adversity,
Which, like the toad, ugly and venomous,
Wears yet a precious jewel in his head."

God is love: He projected creation in perfect wisdom, and executes the plan with pure benevolence. The whirlwind and the tempest are the breathings of His kindness; pestilence and famine are the ministers of His mercy; and, although His ways are often past finding out, yet more often the attentive observer will discover, through the surrounding darkness, the star of love beaming kindly and steadily.

There is nothing dark in nature, it is only our imperfect vision which causes it so to appear to us; and if each individual of mankind would fix his eye steadily upon some

minute point, every one would be the discoverer of light which, communicated to others, would enlighten the whole moral horizon; and if each generation would transmit all its light and knowledge to its successor, the time would soon come when mankind would cease to talk of God's awful dispensations, and wonder only at the immensity of His love.

It is with these views that I have selected Laura Bridgman's case as the subject of a work which I place before the public in the hope that it may be useful; believing, as I do, that this "child of misfortune" is destined, in the course of nature, to be the instrument of great good, not only by drawing forth the sympathies and putting into exercise the kindly emotions of others, but by teaching them how great may be improvement under the worst difficulties, how pure and elevated may be even uncultivated human character if only removed from bad influences, and how joyous may be existence under the darkest cloud.

If I succeed in making one child wiser, one happy person happier, or one sufferer less repining, then shall I not have labored in vain; then will not Laura in vain have gone through a world of beauty which she never saw, and lived in a world of music which she never heard.

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Oneness of Nature.

No two men look alike to those who know them familiarly. Increase your familiarity, and you shall be able to tell on which of their heads any particular hair, fallen by the way, did grow. But, though the hairs of their heads and parings of their nails differ; nay! though the very atoms which make up those parts do widely differ from each other, nevertheless, the likeness of the men to each other — the human likeness — is never lost. You cannot so maim,

mutilate or deform one of them that he will not be known, at a glance, as a man. Disfigure him as you may, you cannot mistake him for a monkey. Is it not so with the mind? No two men think or feel alike. A crowd seems animated by one sentiment, gives one shout of accord; but he who knows the shouters well enough, knows that every man was moved to the expression of his feeling by a train of thought all his own.

But, though all the springs of thought and all the emotions of the heart differ as widely in men as do the features of their faces, nevertheless, the mental likeness is never lost, the common humanity is ever to be seen. You cannot so *brutalize* his nature, so change his soul, as to make it like that of the beasts that perish. It may well be that the germs of all the reasoning powers, the traces of all the human sentiments, are to be found in the animals; nevertheless, the difference between the faculties they may have and the human faculties, regarded as a whole, is as the difference between mind and soul; it is utter and entire.

Finally, as in outward form all men widely differ yet closely resemble each other, so in spiritual nature they are utterly diverse yet all alike. Those things in which men differ spiritually are of less note and consequence, perhaps, than those in which they resemble. The practical man discerns the former; the philosopher deals with the latter. The shrewd man may make a very poor generalization; the philosopher or statesman may be a very simpleton in real life. The truly great man unites quick perception of the differences to a clear understanding of the likenesses. The teacher has most to do with the differences, the educator with the resemblances, of men.

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Education.

It is admitted, I believe, among scientific agriculturalists, that the finest and most delicious fruits are *artificial* products, or, rather, the results of natural efforts wisely directed by human skill. Nature trusts nothing that is of vital importance in vegetable or animal life, to man; she secures her great purpose of perpetuation by means over which he has no control, and which his negligence or abuse cannot affect. In her great garden of the earth she aims only at the production of healthy and vigorous plants, which shall produce perfect seeds for the reproduction of exactly similar plants; she does not improve them, she only stands and patiently waits for man to do his part of the work. Man comes and diminishes the tendency to a coarse and rapid growth of the substance of the plant, and to large seeds, and thereby he improves the flavor and increases the size of the fruit, or, rather, of its fleshy pulp. He *heads in* the branches, and directs the force of the juices of the plant to the growth of the fruit.

May it not be so with human growth? In the savage state and in the lower grades of civilization the whole tendency is to strength and vigor of the muscular system; the development of the *animal* nature absorbs all the energy of growth. Civilization *heads this in*, diminishes the physical exercise, directs the energy of the system to the development of the brain and nervous system; and, while the strength and coarseness of the body is lessened, the sensations and perceptions are multiplied and refined, and the fruits — the intellectual and moral products — are vastly increased and improved.

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In everything that is of vital importance to the life of the individual and of the race, Nature takes the management into her own hands. She takes such precautions that

man must live. If the permanence of the vital functions depended upon man's care and attention, how soon would they go wrong and the body die. If a man had to wind up his heart once a day, as he does his watch, it would be forgotten at some time, and he would die; or, if not forgotten, the fear of being so would keep the man in constant anxiety. If breathing were a voluntary act, how could man think for a moment of anything else than drawing in and breathing out air? If, eating a dinner, he had to watch the progress of digestion as the cook had to watch the preparation of the food before he ate it; if, in short, he had to think about the growth of his bones, and provide for his insensible perspiration; to oversee the concoction of his bile, and the due preparation and proportion of his secretions, — why, what a constant care and anxiety would he always have for the condition of "the house he lives in!" As it is now, he goes on unconcernedly about his affairs all day; he walks, or runs, or rides; he talks, and laughs, and sings with as much security as if the different functions of his body could not go wrong; and he lies down in the arms of Nature every night, and resigns everything to her watchful love as securely as a babe slumbers on its mother's bosom.

But, if Nature takes from man all the care and anxiety about living, on the other hand, she throws upon him the whole responsibility as to *how* he shall live, what measure of health and strength he may enjoy, and, in a great measure, even how long he may enjoy the blessing of life. If a man eats good, healthful food at proper times and in proper quantities, he will have good digestion and form good blood. If he breathes pure air, his blood will be kept fresh and red, and will stimulate his brain to healthy action, and his head will be clear and his thoughts bright. If he takes sufficient exercise out of doors, his muscles will be vigorous and his body will throw off much of the waste

parts; he will get rid of worn-out particles and bad humors. If he sleeps enough every night in an airy room, as much new matter and fresh humors will be formed as he threw off, and he will awake with a partly new body and with his whole system refreshed and invigorated; he will be wound up to run sixteen hours pleasantly and vigorously.

Men are to learn all their relations with the world in which they live and the beings with whom they are to associate, by means of their five senses; and Nature takes care that in almost all cases men shall be forced to exercise their senses to a certain extent, so that they shall not be idiots. They have eyes, and they see many things; they have ears, and they must hear many sounds; they have touch and taste and smell, and must learn many qualities, whether they will or no. But all the rest is voluntary.

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Volition; Exhaustion.

The doctrine before alluded to, of the expenditure of the nervous energy by volition, explains why Laura cannot study a given time without greater exhaustion than other persons. Thought is volition and effort; and the amount of expenditure of nervous energy which it causes is determined by the intensity of the thought. Laura is obliged to give intense attention even to common conversation, because the subject presents itself only through the medium of one sense; she exercises constant and earnest volition in striving to understand language which always must be, to a considerable extent, figurative, and consequently becomes soon exhausted.

This kind of exhaustion of the system, by mere attention to a discourse, is greater in all cases than most people are aware of. Many a man may say that he has done an hour's very hard work in merely listening to a sermon or lecture; and, though the wood-sawyer may sneer at the gen-

tleman's idea of work, he would find himself more exhausted, perhaps, by trying to do the same task, than by sawing two feet of wood.

There is one peculiarity in the operation of this law of nervous exhaustion, by mere volition in attention to discourse, which makes the case harder for Laura; that is, that it requires more volition to keep up attention when the body is perfectly at rest than when there is a slight muscular effort, which increases the depth and rapidity of respiration, and sends freshly oxygenated blood to stimulate the brain. When we become a little drowsy in reading, we have only to take a turn or two in the room to be aroused. Indeed, the bare effort to support the body keeps the muscles in a state of tension which impels the blood more briskly through the arteries. Hence, if, instead of sitting upright upon a stool, we lounge in an easy chair, or more especially if we lie down at length, we soon grow drowsy. Now Laura, while studying, must keep her body in one position, and attend very closely to the forms of the letters on the fingers of her teacher; and she must keep her attention an hour to learn as much as an ordinary child would do in ten minutes.

Great advantage is derived in her case, and very great, I am sure, might be derived by many persons, from following the practice of the old Peripatecians, and walking about while discoursing.

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Personal Appearance.

The effect of mental training is seen in Laura's face and manner very plainly.

Some of the Jews who carry on the traffic in human flesh in Asia, and furnish the harems of the sensual Turks with young beauties, have learned that intellectual culture adds to the charms and the price of their living wares. They therefore buy girls from their parents when quite young,

and give them such culture as they can, teaching them to dance, to sing, to repeat poetry, etc. If they have a young creature of uncommon charms, who may aspire to be queen of beauty in the harem of a pasha, or an earthly houri in the seraglio of the sultan, she is taught Italian, and receives as much culture as the knowledge or the means of her master allows him to give her; and this solely with a view to give an intellectual expression to her face, and to heighten her charms by the animation and intelligence of her countenance. There are some Christians who might take a lesson from these cunning Hebrews, and learn one, though the *least*, advantage of mental culture; there are others, perhaps, who will less begrudge the labor and expense of what they consider merely fashionable accomplishments, if they discover a palpable advantage to be derived from them.

The truth is, however, that the animation and intelligence of the countenance are not dependent upon the amount of mental acquirements and the variety of accomplishments, except in so far as these imply habitual activity of attention. The measure of Laura's knowledge is very small; she hardly possesses the very rudiments of knowledge; of what are called accomplishments, she has none at all; music, painting, embroidery, — these are to her occult sciences; while, as for subtler acquirements, powers and attractions, — the ease of posture, the grace of motion, the glance of the eye, — these are to her names of unimaginable things. Nevertheless, her countenance is generally very animated and very pleasing, notwithstanding the total eclipse of the sources of the most light in every face. When her features are all exposed, your attention is so painfully drawn to the hollow sockets in which are seen the shrivelled remnants of what were her eyeballs that nothing agreeable can be seen. But she is never thus seen except by friends, for it has become as much a habit for her to put a clean green ribbon over her eyes when she dresses herself, as it is to put on

her gown. When thus dressed and her eyes shaded, her features are comely and pleasing; and the regular oval of her face, surmounted by her broad, lofty brow, and set off by her fine, glossy hair, makes her quite handsome. But that which is most interesting is the change which has been brought about, by her course of education, in her very looks and features. Not only is the expression of her countenance more lively and intellectual, but the very form of her head has changed, I think, more than is usual with young persons generally. It is to be regretted that no accurate measurement of her head was made when she entered.

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Language.

Language, according to Degerando, may be considered as natural, analogical, and arbitrary. The natural signs for emotions are but few, but I think more numerous than Degerando allows. A man understands his own feeling, and remembers that, upon such a sensation occurring, he made such and such a manifestation; that is, being pleased, he smiled; grieved, he wept: observing the manifestation in another, he attributes to him the emotion. Thus they understand each other. To this extent some animals have language.

But man has that within him which aids, nay, impels him to form a language, to a degree which I have not seen admitted or hardly referred to by any writer. He has the social feeling impelling him to commune with his kind, and this strong yearning of his nature impels him on. He is possessed of the power of imitation, and he perceives that the image of a thing is recalled to his mind as well by anything that resembles it as by the thing itself. He finds this will be the case with others. He applies this to language. For instance, the image of a fowl which he has

in his mind he wishes to convey to another, but he has no word for it. He utters a cry, cock-a-doodle-doo, or he imitates the cry of the animal. The other understands him, and thenceforward cock-a-doodle-doo is a conventional sign between them; it is the name of the bird. This is not strictly natural language, nor is it strictly arbitrary. It is founded upon resemblance, but it may become purely arbitrary. By usage, the sign or word becomes clipped short until only the first syllable remains, and that is understood. But in this case it is especially true that *ce n'est que le premier pas qui coute.* Men have found that the sign suggested the thing, and henceforward they go on to use the sign without regarding any resemblance, and a purely arbitrary language is built up.

As Degerando observes, the hieroglyphia were words read by their resemblances; but the resemblance might become less and less close, finally disappear, and yet the sign be significative of the original, and so understood.

Happily mankind — the generations of man — have not to commence this process *de novo*; and each one takes it up at the point to which it had been carried by the preceding, and uses the signs it finds established, without enquiry whence they came or how they were formed.

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We are warned by Degerando against teaching the deaf and dumb long columns of nouns — substantives without their attributes; and he uselessly goes into a long argument to prove the unreasonableness of this method, — useless, because it is apparent. What more absurd, also, than the practice of spelling-book arrangements of words; for two nouns standing side by side, without any attributes, is an absurdity. The attributes must exist, and they do, in the mind; for we might as well try to form two hills without any valley between them, as to try to think of two nouns without any attributes.

It is clear, therefore, that deaf mutes, like common children, should go to propositions as soon as possible, and not be kept picking at the dry bones of the skeleton of speech.

Nevertheless, with a deaf, dumb and blind person there is but one mode of procedure at first, and that is to teach the names — the signs of a certain number of things; for with these alone can one operate afterwards. As soon as possible, indeed, go to the proposition; clothe the word with its attribute, connect it first with an adjective, then with a verb, etc., then apply to it different words, put it in every shape, in every position and relation; for it becomes interesting only by its relations.

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Brain.

Cabanis likened the brain to the stomach, and said that it digested the sensations and changed them into ideas. There is a certain likeness between the functions of the stomach and of the brain. As the stomach receives many different aliments, of divers shapes and qualities, and, by the work of digestion, changes them into substances entirely different; and as these substances finally reappear in the shape of bone, tendon, muscle, nerve, skin, nails, hair, etc., — so the brain, receiving certain impressions through the nerves of sight, hearing, smell, taste and touch, works them over, combines them together, takes a little from one and a little from another, and forms ideas of things round or square, large or small, white or black, sweet or sour, hard or soft, still or noisy, moving or at rest, dead or alive. There can be no question about the truth of the Aristotelian doctrine revived by the French philosophers, — that all ideas of sensible objects are derived immediately or remotely from impressions made upon the senses; and no human being can have clear ideas of any sensible quality except it be obtained through an organ of sense. The blind man knows nothing

of color; the deaf, nothing of sound; a man who had no sense of touch could know nothing of shape, of size, of heat, or hardness; therefore, if we can suppose a man deaf, blind, and without feeling, he must be unconscious of his own bodily existence, or of the existence of other bodies about him.

But let not this doctrine of sensation carry us into the folly of supposing that the soul is merely the result of sensation; that it begins with it, and ends with it; for all the higher and nobler attributes of the soul, all that part of man which is truly in the likeness of God, is independent of sensation. The hope of immortality, the love of goodness, the veneration of justice, the desire of sympathy, the yearning for affection, are all independent of external sensations.

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It was very long ago observed that she seemed intuitively to *localize* thought and sensation in her head. The natural language showed this long before any reference was made to the subject by her instructors. She would apply her hand to her head when she wished to recall a past impression.

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Health; Consequences of Non-development.

There is one principle of our nature which is too much overlooked both in physical and mental education; and that is, that the non-development of any organ, the non-performance of any function, deranges and injures the whole system. We may go further, and say that, when any natural tendency is obstructed, any natural want is disappointed, any healthy growth is stunted, the whole system suffers in consequence thereof. The body is not an union of separate and independent organs, but the whole are linked together and dependent upon each other; and no one can be injured or left undeveloped without disturbing

the harmony of the whole. A painful proof of this may be found, perhaps, in the dreadful mortality which prevails among children, especially of the poorer class, in large towns. More than one-half of all the children born into the world, die before they are —— years old. This cannot be God's law, for he makes well-formed and healthy children to resist disease better than adults; it is a dreadful consequence of our ignorance and neglect of his laws, and will act as severe punishment and as a stimulus to wiser and better conduct. Most of this mortality comes, perhaps, from weak constitutions, poor food, intemperance, etc., on the part of the parents; but much also from other causes. Children need to develop all their system, and to exercise all their senses and all their organs by constant and free exercise in pure air. If a little child is kept still or shut up in a small, close room, and prevented from frolicking and playing just as much as his physical system demands, he is by that made more liable to disease, and less capable of resisting it when it comes.

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Natural Compassion.

Rousseau says that two principles develop themselves in man before any appearance of reason: one is self-love, and leads us to take care of ourselves; the other inspires us with a natural repugnance to see any sensible creature — especially one like ourselves — suffer or die. The evidence given by deaf mutes who can speak intelligibly of their early mental condition, often confirms this view. One says: "When a child, I had no other idea of death and immortality but that derived from the sight of animals that I had known to be killed. I was made to understand that God never could suffer death. But if I am asked whether, before this, I would have killed an animal, I answer, *I think I should not.* At five or six years old

I cried upon seeing a bird killed, and a dog that had died. Even before this I was grieved to see men led by, in chains; and when I was asked if I would like to go and see them hung, I said, eagerly, 'No! I do not love to see people killed!'"

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Time.

It is usually supposed that our power of measuring time is derived from a complex action of the general powers of the mind, or, as it is stated by an eloquent writer, for the perception of the steady flow of time we are wholly indebted to external and artificial means, deprived of which our notion of duration and our recollection of the successive parts of it, would be the most variable and illusory of all the conditions of our existence. . . .

Now, if this were true, the accuracy of a person's measurement of time must depend mainly upon the extent of his means of perceiving the movements of "the clockwork of the material universe;" these means are the external senses, and he who has most of them, or has them in the best condition, should be the best timekeeper. But the case of persons deprived of some of the senses seems to disprove this. I have carefully observed the blind, and I think they measure time more correctly than seeing persons. Ask a blind man whom you meet in an open common, out of hearing of any clock, and a laborer who may be near him, what o'clock it is, and the blind man will be most likely to give you a correct answer.

Now Laura has less means of observing "the clockwork of the material universe" than even the blind, and her perception of the lapse of time should be less accurate than theirs; but, on the contrary, she can tell, at any period of the day, as well as any one who has not a timekeeper, what o'clock it is. The common theory is, that our ideas

of the lapse of time are formed by comparing. If the theory of this writer, which is also the common one, be true, then those persons whose thoughts flow on with the "greatest equableness" should be better judges of time than those whose thoughts and emotions "sometimes follow each other with incalculable rapidity, while at others a single idea or emotion remains fixed in the mind."

The observation of persons deprived of sense does not confirm this, nor, I think, does close observation of other persons do so. It is said that, when Paganini listened to the choir and the orchestra at the Royal Institute for the Young Blind at Paris, he remarked that he had never heard better *timing*.

It seems to me that the intellectual philosophy of phrenology furnishes the explanation of this matter. I say the intellectual philosophy of phrenology; for, though I do not think that as yet it can claim the name of *science*, nevertheless, psychological doctrines deserve the name of intellectual philosophy as much, to say the least, as any ever yet given to the world. Phrenology recognizes a primitive and independent faculty of the mind, by which the lapse of time is perceived. This faculty is subject to the laws which govern all the faculties; it may be originally strong or weak; it may be trained and strengthened, or neglected; and it will be possessed in different degrees by different individuals. Observation confirms this. The blind have not so many means as seeing persons have of observing "the great clockwork of the universe," but they have the innate capacity for noting time; their condition leads them to depend more upon this capacity and less upon observing this "clockwork." They exercise and train the faculty, and it serves them all the better for it.

Every one who has thought about it must have observed the greatest difference among people in their faculty of measuring time. Some men never seem to know what o'clock

it is; if they look at a watch, and ten minutes afterward are asked the time of day, they hardly know whether ten or thirty minutes have elapsed. Others know pretty nearly the time without looking at a watch; if they are travelling in a stage coach at night they can always tell better than others what time it is at any given moment. Now this depends, according to the old philosophy, upon the condition of the mind. Doubtless the changes in the mental emotions are, like the external clockwork of the universe, aids to the faculty of time; they furnish means of comparison, and if they are too much relied upon, or if they are in an abnormal condition, they lead to errors. Hence time seems to walk, amble, trot, or gallop.

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Transcendentalism.

Many reflections will arise in the mind of the observer of this child's progress, and some light may be thrown on disputed points of education. If it be better to pursue the *expectant plan*, to watch and pray, and look for development of morality and intellect, to ward off all extraneous influences and watch for the spontaneous words of the oracle, here was extraordinary opportunity. All such cases that ever occurred before had been so treated, and the result has been that those parts only of the human nature which it has in common with the brutes, and which serve for the growth and protection of the body (physical existence), were developed; a culture of the remaining senses, as love of food and drink, sexual feelings, anger (for self-defence), avarice, covetousness (for accumulation of property), theft for the same end. Let any one study the history of such cases, and they will find they were but very little elevated above the brute. They all show what is shown in a thousand other ways; that Nature charges herself only with the growth, protection and reproduction of

the body alone, and she secures her ends by appetites so strong as to compel obedience; but in all that regards pure humanity she leaves us comparatively free agents, and although she gives desires, longings, aspirations, which require, and will some day have, gratification, yet for that gratification the individual must labor through long years, and the race through long, long ages.

Laura was treated differently, and developed more than the animal. Love was presented to her, and she answered with love; knowledge was presented, and she answered by understanding it. Some say the teacher should stand and telegraph the mind, — that he should hold up signals, and the mind within will answer.

To say that the image of all things existed there; that we put nothing, and could put nothing, in; that when we show her a circle she understands because the image of a circle was in her mind, — is begging the whole question. Is the image of a steam engine in the mind of every child? If so, of what particular pattern does Nature implant the prototype? Is it the rude one of Watt, or the imperfect one of to-day, or the improved one of the next century?

Rather than envelop this matter in mysteries, and talk of things transcending the senses, why not simply say, the soul has capacities and powers for understanding every possible variety of external relations, every possible variety of thought, and every possible variety of feeling?

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Happiness the Necessary Result of the Normal Action of a Healthy Organization.

People are surprised that Laura should enjoy any happiness under her grievous load of affliction, and they marvel greatly when they learn that she is happier, even, than they themselves. They do so because they forget that hap-

piness is the end and aim of existence. God so constitutes us that the natural and healthy action of the organs of the body is a source of pleasure; every exercise of a sense, every perception of a nerve, every contraction of a muscle when the body is in perfect tune, is pleasurable; nay, the more involuntary motions, the play of the lungs, the beating of the heart, the tension of the cords, and a thousand minor movements, are always going on, producing a sort of pleasant running accompaniment, the voluntary motions being the higher notes, and the whole being so harmonious and so delightful that the soul sits enraptured within, and sings aloud for joy. This is truly the case with children, whom you cannot make unhappy even by funeral shows and Sabbath solemnities; God wills that they should be happy, and man cannot prevent it.

We overlook the kindness and love displayed in that law of our nature which makes health an abundant source of happiness; because, indeed, but few if any of us know, and those few know but for a little while, what perfect health is.

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Voice.

It is gravely asserted that animals known to have been born deaf, do nevertheless utter the cry which is natural to their species, and can in no way be distinguished from others of the same kind. Desmortiers, in a memoir,* says that he knew a sheep, a duck, and a dog, that were born deaf, and that they each made the sounds natural to their kind as well as those who hear.

This hardly agrees with what we are told of dogs in the South Sea Islands, — the descendants of dogs left there long ago; that they had ceased to bark, because, not obliged to do so in order to follow sheep, they had lost the faculty.

Condillac, in his ingenious essay,† says that a child reared

* Memoire par le Bouvyer Desmortiers.

† Essai sur l' Origine des Connaissances Humaines.

among bears would have the cries which are natural to the different passions; but he would not continue long to use them, for he thinks that it is only by observation that he learns their meaning. "If," says he, "he lived among other men, he would hear them utter cries and sounds like his own, and he would finally associate them each with the sentiment which they should express; but the bears would not furnish him such opportunities."

This is said upon what seems a false assumption, — that men are confirmed, by a sort of reasoning process, in the belief that the cry natural to each passion is the proper one. In truth, there is no reasoning about it; the natural tendency to associate certain cries with sensations or passions is strong and enduring, so that not even habit and education can overcome it. It is as natural to scream when any sudden and sharp pain is felt, as it is to look pale when under sudden fright. A man may suppress the sign of pain because the muscles of the chest are more under his command, while the movements of the heart and arteries are not; the only way to suppress the natural language of fear is to banish the fear.

The North American Indian will, by intense mental effort, suppress the cry which is the natural language of pain, while his enemies are roasting his skin to a crisp; but let a less degree of pain seize him suddenly, and he will scream aloud. I saw proof of this once when a boy. Several wild warriors had been brought from the far West, as prisoners. They were shown everything which was likely to excite their admiration and wonder, but they looked upon them with unmoved countenances. One evening they were taken to the Columbian museum, under the supposition that such a collection of wonderful things must draw forth some marks of admiration; but they looked round as calmly as upon the greater wonders and beauties of their native forests. In the room was a large, close stove of cast iron, about as high as a common table. No fire was visible in it, and yet

it was about red hot. One of the chiefs, — the stateliest and stubbornest of them all, — being tired of walking about, approached this high seat, and, suddenly drawing his blanket from behind him, leaped upwards and seated himself plump upon the hot iron as gravely as though it were the trunk of a tree; but in an instant the heat penetrated his clothes and reached his skin, and he sprang, like a wild-cat, into the middle of the room, uttering the most fearful yell, and stood for a moment looking with staring eyes at the iron monster that had bitten him, while with his hands he strove to hold off from contact with his skin the crisp garment that adhered to it. It was only for a moment, however, for he recovered at once from every appearance of emotion except a slight one of shame at his weakness.

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Articulation.

It is sometimes asked, by those who know the great success which sometimes attends efforts to teach deaf mutes to articulate, whether Laura could not learn to articulate many common words so as to be useful to her. She has learned to pronounce a few words, and might, doubtless, learn many more; but the advantage to her would not be equal to its cost in time and labor.

There is great difference among deaf mutes in their natural capacity for acquiring articulation. A few are endowed with great aptitude; they can learn to imitate the motion of the lips, to articulate words, and to modulate their voices so as to be able to converse in a tolerable manner; they not only learn to catch the meaning of the words of others by watching their lips and the movements of the features of those with whom they converse, but even of public speakers. Some can understand a sermon delivered from a pulpit, and give as good a version of it as most persons who have ears.

I once was seated in the cars opposite two gentlemen who conversed together a long time without attracting my attention by anything peculiar, until one began to spell the name of some town with his fingers, in the manner of deaf mutes. I then observed them narrowly, and perceived that the voice of one of them was peculiar, and soon became satisfied that he was a mute.

It is not often that persons entirely deaf from birth acquire such proficiency, but they sometimes do acquire a marvellous facility both in speaking and understanding the speech of others. On the other hand, however, there are many who make but little proficiency in this method, let what time and labor there will be expended upon them. This difference cannot be accounted for by the difference in the general intelligence or mental capacity of the person; it seems to depend upon the degree of perfection in which they possess certain faculties. The faculty of imitation is a very important one for this purpose, but it is not, by any means, the only one needed. Laura Bridgman has much more intellectual power, and more, perhaps, of the faculty of imitation, than Oliver Caswell, and yet she does not succeed so well as he does in learning to articulate; she does not so easily catch the right posture of the vocal organs to modulate the sound, nor remember them so readily afterwards. This inferiority of one to another in ability to articulate, cannot arise either from greater quickness and facility in the command of the muscles; for Laura is far more agile and expert in all bodily movements and in the use of the hands. Oliver has as much of what is called mechanical ingenuity as she has, though far inferior in mental power and general intelligence. The difference between them in this respect cannot be well accounted for by any philosophy now generally received. We must give up the idea of unity of mental power, and suppose a minute subdivision of faculties, — so minute that some of

them must have for their special functions the control of muscular motions, and even of the subdivision of muscular motions; and then we begin to comprehend how sometimes one man with clumsy, huge paw, may finger an instrument more lightly or repair a watch more deftly than another whose delicate hand seems made for the most delicate work. The instrument is something, but that which guides and directs it is still more.

We have been accustomed to consider the hand and its uses as the most wonderful evidence of bodily mechanism, because attention has been especially directed to it; but we have only to give the same attention to other parts of the bodily machinery, and examine their structure and functions, and see how they minister to the will, and we shall find even more for marvel than in the case of the hand. This very matter of articulation, when we come to consider the mechanism by which it is performed, furnishes still greater subject of wonder and admiration at the wisdom it implies in its author. Every one who is led to give particular attention to the structure and function of any part of the body, or, indeed, of anything in nature, is led to exclaim that it shows with especial clearness the skill and goodness of the Creator; which means that one has only to seek for these attributes and he finds them. Look, for instance, at the glottis, — that narrow opening near the top of the windpipe, by enlarging or lessening which we regulate the volume of sound given forth. Its sides are arranged like reeds at the mouth of a double flageolet, and these are supplied with muscles which are under the command of the will. When the infant begins his practice, this passage is wide open and he screams lustily without knowing what he does. But by and by he comes to get the muscles under command, and uses them almost without thought, so as to give the right amount of voice. Sometimes, however, even grown persons, when they

wish to make any extraordinary and sudden effort, as to scream aloud to warn a person over whom they are in danger of driving a carriage, utterly lose the command of these little muscles, and so contract or close up the passage that they make only a low speech. It may be that when we attempt to cry out desperately under the fright of nightmare, we really emit only a low groan because these little muscles have not been sufficiently exercised in screaming to act under the imperfect volition which we exercise in dreaming.

But the singer gives us the most striking proof of the effects of practice in the use of these little valves. When he begins he can only graduate the opening so as to give the common notes which require, we will say, only the difference of a tenth of an inch, more or less, in the width of the passage. He practises upon these, sometimes hitting the exact width and sometimes missing, and thus singing true or false, until at last, without any thought or care, he can run up and down the octave correctly. From this degree of skill he goes on to acquire more and more nicety of command over these little flood-gates to the passage of sound; and the extent of his attainments will depend upon the natural delicacy of the structure of the throat, upon the fineness and adaptation of his brain, and upon the amount of practice; and some attain such skill that they can vary the width of the opening with unerring certainty the one thousandth, and even the twelve hundredth, part of an inch. Now ask one of these persons — a Grisi or a Lind — to mark you off, with a pair of compasses, upon paper, the tenths of an inch, and they cannot do it correctly; although they can measure off with a pair of valves, away down their throats and out of sight, spaces which are so minute that you could not see them if marked upon paper, unless you used a microscope.

If we consider that these beautiful and minute organs are only part of the mechanism necessary for the emission of

musical sounds; that the slightest inflammation, or even fulness of the blood vessels, will vary their thickness, or give them too much or too little moisture; that the brain and nervous system must be in good order to ensure certainty in the command of the muscles, — we shall not wonder that singers so frequently plead the excuse of a cold, which is only another way of saying that, for some reason or other, the mechanism of the voice is not in perfect order. It is only by long and laborious practice in early life that great skill in the command of the vocal organs can be attained; and, when once attained, how difficult it is to be preserved! At the best, the organs can hardly be expected to continue in the most perfect order more than a few years during the early and middle portion of life; and, during those years, the voice is liable to be out of tune by variations of temperature, excesses of diet and regimen, and accidents of various kinds; and it is liable to be permanently deranged or spoiled by voyages at sea, or by other circumstances which break in upon the regular habits of the system, and cause some organic change in the thickness or consistency of the thin membranes and muscles about the throat.

An acquaintance with the principles of physiology, and an attention to the minute mechanism of the organs of the voice, would be of great use not only to professional singers but to every one else; for how much depends upon their due cultivation! Much of the charm of intercourse with persons, especially of the gentler sex, depends upon the quality and condition of the voice; for, as the poet coarsely expresses it, —

> "Of all his quiver's choice,
> The devil hath not so sharp an arrow
> As a sweet voice."

Few consider that the voice forms part of their appearance; and many a young lady who would be shocked at going into company with a pimple upon her nose or a scowl

upon her brow, who would not look unlovely to the eye, knows not how very plain and forbidding she looks to the blind man, who *sees her with his ear;* to whom hoarseness in the voice is worse than freckles upon the face, and to whom harshness of tone shows the effect of habitual ill-temper, which no simper or smile can conceal or belie.

The golden rule for the improvement and preservation of the voice is the one universal to all the organs, — constant, but moderate exercise of the instrument itself, and simplicity and temperance in food and drink to keep the whole system in vigorous health; for the parts are all linked together, and the effects of a surfeit upon the stomach are felt even upon the valves of the glottis.

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MEMORANDA.

Remark that she is inclined to express the connection between the words that go to make up her sentences not by inflections of the original words, — as verbs, — but by additional words, using auxiliaries in preference to inflection of verbs. Monboddo remarks this of the simpler languages.

She proves also the correctness of the remark that in imperfect languages, in the speech of children and of dumb persons, the principal want is that of connecting words. Words expressive of things she has, but the *syntax* she has very imperfectly. The great assistance children get from singular and plural forms, from masculine and feminine, etc., she is wanting. She verifies, also, Monboddo's remark that specific differences are not perceived so soon as individual, and therefore specific names not so soon invented and applied; *e.g.*, a book being first perceived, no idea is formed of others, but of that one only. Another being perceived, the difference between it and the first will be noticed, and called great or small, thick or thin;

but it will be long before the word *book* will be conceived of as a specific term representing a class.

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SEPTEMBER 7. It is gratifying to observe how rapidly she progresses in formation of language. She now uses words in the singular and plural pretty correctly. She uses pronouns, personal, etc. Here is a sentence of hers: "Charlotte is in the school-room teach children." She begins to use the definite and indefinite articles.

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SEPTEMBER 21. Diderot, with his usual ingenuity, explains the use and formation of pronouns in his figure of two men, each an hungered, and one of whom perceives fruit hanging high out of his reach. The first exclaims, "I am hungry, — I would eat." The other cries, "The fruit! I am hungry, — I would eat." Afterwards, in the progress of language he would exclaim, "I would eat it!" the mind turning back to the idea of the fruit, and substituting a pronoun for the noun.

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Laura has no idea of the force of an abstract noun, as yet. For instance, virtue, to her, as an abstraction, exists not, for she has no term by which to fix it in her mind. Perhaps I am wrong. She has an abstract noun in house, and it conveys to her an idea, or is the expression of an idea in which there must be abstraction; for the house exists not of itself, apart from its walls, doors, windows, etc. Here is an abstract noun, but one significative of physical relation. Can there be none such formed of moral qualities, and could not a being without the aid of language conceive virtue? It is true that Degerando says that a mute without arbitrary language would go on judging every particular action or event by its individual peculiarities; but I query whether, at last, he would not conceive

qualities abstractly from the actions; but I do not query very hard.

I must try to lead Laura to abstract nouns of moral qualities by analysis from physical ones.

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The literal sense in which she takes every word obliges one to be careful in all communications with her. One day her teacher, in stating a sum in arithmetic, said, "One half the trees bear apples." Laura had never known the word "bear" but as the name of an animal; she therefore mused a little, and then asked, "Did you ever eat any bear apples?"

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Interrupted conversation about God by asking how men could *know* that God was not *made*.

To-day asked her what Swift taught her last evening. "Nothing." "Why?" "She was sad and troubled." "Why was she sad?" "She had many things to do." I said she ought to be happy to have many things to do; but what things had she to do? "She had many troubles for me, many things to think and do." I said, "Does God, who is doing every minute, day, hour and year, — does He get tired?" "No." "He is always sending sunshine or rain, and harvests and fruits, and a thousand blessings. Is he unhappy, therefore?" "No." She then, turning eagerly to me, said, "Are you never unhappy and low-spirited?" I said, "Yes! when I am ill, or when I have done something that I am sorry for, I repent and am sad." She said, "Is Amelia" (one of her friends who is now ill) "unhappy?" I said, "She is sorry to be ill, but is happy when she thinks of good things she has done." I then talked to her of repentance. "Were you ever sorry for a good thing done when you thought of it afterward?" "No." "Were you glad?" "Yes!" "Were you ever glad when you thought of something bad you had done?"

"No." "When you want to do something that you do not think right, and at the same time want to obey me, which ought you to do?" "To obey." "What tells you that you ought to obey?" "Conscience."

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OBITUARY.

On the 24th of May, 1889, Laura Dewey Bridgman passed away, after an illness of about three weeks' duration. Within the institution which was so dear to her, surrounded by long-tried friends, and in the little room which she called her "sunny home," her earthly life ended in perfect calmness and peace. Her release came before advancing years had impaired her faculties, or choked the narrow channel through which she held communion with the outer world; and her illness was so free from pain and restlessness, her surroundings so in harmony with her taste and habits and with her previously expressed wishes, that the last days of her life are a pleasant memory to her remaining friends.

Laura was not quite eight years old when she entered the institution Oct. 4, 1837. From that time until her death the greater part of every year was spent within its walls; and wherever the Perkins Institution is known, there, too, is recalled the remarkable story of her education recorded from year to year in the special reports of Dr. Howe. These records of her life ceased when she had reached the age of twenty years. Thenceforward, deprived of the special assistance made necessary by her privations, her progress was greatly retarded. It was Dr. Howe's wish that sufficient means should be provided to give Laura a constant companion, by whose help in conversation, reading and general intercourse, her mind would continue to unfold as it had done under the special teaching of former years. But this hope was not realized, and Laura's opportunities for mental growth were now mostly confined to occasional conversations with Dr. Howe on subjects conducive to intellectual development.

Her daily life was occupied with little household duties, reading and writing, knitting, crocheting, and the like. She

was very fond of reading, and welcomed each new book as it appeared, until pain in her arm made reading more difficult; and in later years the Bible became her favorite book. She studied the dictionary much, and had acquired a good knowledge of English; and among a rather wide circle of friends with whom she conversed freely, rarely was a word used the meaning of which was not familiar to Laura. Her letters to friends often contained quaint ideas and expressions.

To serve the sick by those little attentions and services which she could so well perform, to find in the work-school some pupil whom she could teach, to visit the friends who were so dear to her, — these were the simple but genuine pleasures of her life. She was quiet and gentle in her manners, methodical in her habits, faithful and exact in the performance of her duties, and scrupulously neat in dress, and careful to render her personal appearance pleasing to those around her.

Industry and frugality were marked features of her character. The little earnings arising from occasional sale of her handiwork were sparingly used, and she often expressed a desire for some steady occupation by which she could earn something for her support. The traits manifested in early life became the characteristics of her later years; and, though the natural exuberance of childhood was subdued to a quiet cheerfulness as she reached maturity, thenceforward she seemed to retain, unimpaired, the same capacity for enjoyment and the same relish for the simple pleasures which lay within her reach. Though conscious that the loss of three senses was an unusual affliction, and aware of the advantages of sight and hearing through her need of the helpful ministrations of others, she neither deplored nor seemed to regret her loss, but accepted her lot with childlike submission. The privations which limited the range of her experiences and lessened her means of enjoyment, also

shielded her from many trials and disappointments. The deepest sorrow of her life was the death of Dr. Howe, her first teacher and "best friend;" and for a season her grief so seriously affected her health that her friends became anxious as to the result. Her health and cheerfulness were afterward regained, and to the end of her life she remembered her benefactor with reverent love and gratitude.

When her final illness came, she yielded passively to its influence; and so gently did her life slip away, that it is doubtful if she realized that the end was approaching. Had she been aware of it, however, it is probable that the Christian faith and hope which had blessed her life would have enabled her to await its close with the same peaceful spirit; and it may even be that she was conscious of the approaching change. Through those last days of weakness her mind was clear, she recognized her attendants; and, though but little inclined to converse, she liked to assure herself of the presence of some dear friend by holding her hand as she sat by the bedside. Occasionally the thoughts which were passing through her mind were faintly traced in imperfect finger language, as difficult to understand as the murmur of a child that is falling asleep. The last word which could be distinguished was "mother." Then the fingers gradually ceased to move, and the spirit escaped confinement.

On the afternoon of Sunday, May 26, the funeral services were held in the hall of the institution. Across the front of the organ, wrought in field daisies, appeared her favorite passage of Scripture, "The Lord is my Sun and Shield." The services were conducted by her pastor, Rev. D. B. Jutten, assisted by Rev. E. E. Hale. Professor Fay of the American Asylum at Hartford, on behalf of the eight thousand deaf mutes in the various institutions of the United States, expressed their interest in the occasion, their appreciation of her character, and the inspiration which her life had given them.

The life of Laura Bridgman is ended, but its influence is abiding. In the household of which she was a member her welcome presence was ever a silent influence for good, and she leaves behind a precious memory. The record of her triumph over obstacles hitherto considered insurmountable is a lesson of faith and hope for all suffering humanity.

M. W. S.

FIFTY-NINTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1890.

BOSTON:
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18 Post Office Square.
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NOTE.

I desire to express my obligations to Miss Martha W. Sawyer, clerk, and Miss Sarah E. Lane, librarian, for valuable assistance in the preparation of this report. The account of Edith M. Thomas was written by the former. M. A.

Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, NOV. 27, 1890.

To the Hon. HENRY B. PEIRCE, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the Legislature, a copy of the fifty-ninth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1890-91.

SAMUEL ELIOT, LL.D., *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

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WILLIAM L. RICHARDSON, M.D.
LEVERETT SALTONSTALL.
THOMAS F. TEMPLE.
S. LOTHROP THORNDIKE.
GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

whose duty it is to visit and inspect the Institution at least once in each month.

1891.		1891.	
January,	F. BROOKS.	July,	E. N. PERKINS.
February,	J. S. DWIGHT.	August,	W. L. RICHARDSON.
March,	W. ENDICOTT, JR.	September,	L. SALTONSTALL.
April,	A. P. PEABODY.	October,	T. F. TEMPLE.
May,	J. T. HEARD.	November,	S. L. THORNDIKE.
June,	J. B. GLOVER.	December,	G. W. WALES.

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FRANCIS BROOKS.
A. P. PEABODY, D.D.

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G. W. WALES.
FRANCIS BROOKS.
J. THEODORE HEARD, M.D.
W. L. RICHARDSON, M.D.
T. F. TEMPLE.

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J. B. GLOVER.
W. ENDICOTT, JR.
T. F. TEMPLE.

Auditors of Accounts.

J. T. HEARD, M.D.
S. L. THORNDIKE.

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DIRECTOR.

M. ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M.D.

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Miss SARAH M. LILLEY.
Miss FANNY S. MARRETT.
Miss EMMA A. COOLIDGE.
Miss JULIA E. BURNHAM.

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Miss SARAH ELIZABETH LANE, *Librarian.*
Miss MARTHA W. SAWYER, *Clerk.*

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ELMER S. HOSMER.
Miss FREDA A. BLACK.
Miss ELIZABETH B. LANGLEY.
Miss MARY L. RILEY.
Miss AGNES E. SNYDER.
THOMAS LEVERETT.
LORENZO WHITE.
CARL BAERMANN.
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THOMAS CARROLL, *Assistant.*
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Miss MARY L. SANFORD, *Work Mistress.*
Miss EMMA A. HOUGHTON, *Assistant.*
Miss FLORA J. McNABB, *Assistant.*

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Miss M. A. DWELLY, *Forewoman.*
Miss BLANCHE G. MENDUM, *Clerk.*

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Miss ELLA F. FORD, *Assistant.*

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Mrs. L. S. SMITH.
Miss BESSIE WOOD.
Mrs. SOPHIA C. HOPKINS.

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Mrs. LIZZIE L. TALBOT, *Printer.*
Miss LITA WESTON, *Printer.*

Miss ELLEN B. WEBSTER, *Book-keeper.*

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Adams, John A., Pawtucket, R. I.
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Alden, Mrs. Sara B., Boston.
Aldrich, Miss Mary Jane, Boston.
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Ames, Oliver, Boston.
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Baker, Miss M. K., Boston.
Baker, Mrs. Richard, Jr., Boston.
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Bartlett, Miss F., Boston.
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Beckwith, Mrs. T., Providence.
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Bowditch, Dr. H. P., Jamaica Plain.
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Bradlee, Miss Helen C., Boston.
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Brimmer, Mrs. Martin, Boston.
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Brooks, Mrs. Francis, Boston.
Brooks, Mrs. F. A, Boston.
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Brooks, Shepherd, Boston.
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Foster, Francis C., Cambridge
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Foster, John, Boston.
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Glover, Miss Caroline L., Bost
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Goddard, William, Providence
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Goff, Darius L., Pawtucket, R
Goff, Lyman B., Pawtucket, R
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Hall, Miss Minna B., Longwood.
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Higginson, Waldo, Boston.
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Hodgkins, William H., Somerville.
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Littlefield, D. G., Pawtucket.
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Lovett, George L., Boston.
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Lowell, Miss Amy, Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C. Boston.
Lowell, Francis C., Boston.
Lowell, Mrs. George G , Boston.
Lowell, Mrs. John, Boston.
Lowell, Miss Lucy, Boston.
Luce, Matthew, Boston.
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Lyman, George H., M.D., Boston.
Lyman, J. P. Boston.
Lyman, Theodore, Brookline.
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Manning, Mrs. Mary W., Brooklyn, N. Y.
Marcy, Fred. I., Providence.
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Marston, S. W., Boston.
Marvin, Mrs. E. C , Boston.
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Mason, Miss Ida M., Boston.
Mason, I. B., Providence.
Matthews, Miss Alice, Boston.
Matthews, Miss Annie B., Boston.
May, F. W. G., Dorchester.
McCloy, J. A., Providence.
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Merriam, Mrs. Caroline, Boston.
Merriam, Charles, Boston.
Merriam, Mrs. Charles, Boston.
Merriam, Mrs. D , Boston.
Metcalf, Jesse, Providence.
Meyer, Mrs. George von L., Boston.
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Minot, George R., Boston.
Minot, J. Grafton, Boston.
Minot, The Misses, Boston.
Minot, William, Boston.
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Montgomery, William, Boston.
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Morse, S. T., Boston.
Morss, A. S., Charlestown.
Morton, Edwin, Boston.
Motley, Edward, Boston.
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Nevins, David, Boston.
Newell, Mrs. M. Abbie, Boston.
Nichols, J. Howard, Boston.
Nichols, R. C., Boston.
Nickerson, Andrew, Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D , Boston.
Norcross, Grenville H., Boston.

Norcross, Miss Laura, Boston.
Norcross, Mrs. Otis, Jr., Boston.
Noyes, Hon. Charles J., Boston.
Ober, Louis P., Boston.
Osgood, John Felt, Boston.
Osborn, John T., Boston.
Owen, George, Providence.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. Francis, Boston.
Parker, Henry G., Boston.
Parker, Richard T., Boston.
Parkinson, John, Boston.
Parkinson, Mrs. John, Boston.
Parkman, Francis, Boston.
Parkman, George F., Boston.
Parkman, John, Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D.D., Cambridge.
Peabody, F. H., Boston.
Peabody, O. W., Milton.
Peabody, Mrs. Robert S., Brookline.
Peabody, S. E., Boston
Pearson, Miss Abby W., Boston.
Perkins, A. T., Boston.
Perkins, Mrs. C. E., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, Mrs. Richard, Boston.
Peters, Edward D., Boston.
Phillips, Mrs. John C., Jr., Boston.
Pickman, Mrs. D. L., Boston.
Pickman, Mrs. W. D., Boston.
Pierce, Hon. H. L., Boston.
Pierson, Mrs. Mary E., Windsor, Conn.
Potter, Isaac M., Providence.
Potter, Mrs. Sarah, Providence.
Pratt, Elliott W., Boston.
Pratt, Mrs. Sarah M, Boston.
Prendergast, J. M., Boston.
Quincy, George Henry, Boston.
Rantoul, Miss Hannah L., Beverly.
Reardon, Dennis A., Boston.
Reynolds, Miss Amy H., Boston.
Reynolds, Walter H., Boston.
Rice, Hon. A. H., Boston.
Rice, Fitz James, Providence.
Richards, Mrs. Cornelia W., Boston.
Richards, Miss Elise, Boston.
Richardson, John, Boston.
Richardson, Mrs. M. R., Boston.
Richardson, William L., M.D., Boston.
Robbins, Royal E., Boston.
Robeson, W. R., Boston.
Robinson, Henry, Reading.
Rodman, S W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Miss Clara B., Boston.
Rogers, Miss Flora E., New York.
Rogers, Henry M., Boston.
Rogers, Jacob C, Boston.
Rogers, Mrs. William B., Boston.
Ropes, John C, Boston.
Ropes, Joseph S., Boston.
Rotch, Mrs. Benjamin S., Boston.
Rotch, Miss Edith, Boston.
Russell, Henry G, Providence.
Russell, Mrs. Henry G., Providence.
Russell, Henry S., Boston.
Russell, Miss Marian, Boston.
Saltonstall, Henry, Boston.
Saltonstall, Hon. Leverett, Newton.
Saltonstall, Mrs. Leverett, Newton.
Sampson, George, Boston.
Sanborn, Frank B., Concord.
Sayles, F. C., Pawtucket, R. I.
Sayles, W. F., Pawtucket, R. I.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs. Fred. R., Jr., Boston.
Sears, Frederick R., Boston.
Sears, Mrs. K. W., Boston.
Sears, Mrs. P. H., Boston.

Sears, Mrs. S. P., Boston.
Sears, Willard T., Boston.
Sharpe, L., Providence.
Shaw, Mrs. G. Howland, Boston.
Shaw, Henry S., Boston.
Shaw, Quincy A., Boston.
Shepard, Mrs. E. A., Providence.
Shepard, Mrs. T. P., Providence.
Sherwood, Mrs. John H., New York City.
Sherwood, W. H., Boston.
Shimmin, C. F., Boston.
Shippen, Rev. R. R., Washington.
Sigourney, Mrs. Henry, Boston.
Silsbee, Mrs. M. C. D., Boston.
Simpkins, Mrs. John, Jamaica Plain.
Slater, H. N., Jr., Providence.
Snelling, Samuel G., Boston.
Spaulding, J. P., Boston.
Spencer, Henry F., Boston.
Sprague, F. P., M.D., Boston.
Sprague, S. S., Providence.
Stanwood, Edward, Brookline.
Stearns, Charles H., Brookline.
Stewart, Mrs. C. B., Boston.
Stone, Joseph L., Boston.
Sturgis, Francis S., Boston.
Sullivan, Richard, Boston.
Swan, Mrs. Sarah H., Cambridge.
Swan, Robert, Boston.
Swan, Mrs. Robert, Boston.
Sweetser, Mrs. Anne M., Boston.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Talbot, Mrs. Isabella W., North Billerica.
Tappan, Miss Mary A., Boston.
Tarbell, George G., M.D., Boston.
Temple, Thomas F., Boston.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Cincinnati.
Thayer, Mrs. Harriet L., Boston.
Thayer, Mrs. Nathaniel, Boston.
Thomas, H. H., Providence.
Thomas, Capt. Joseph B., Boston.
Thorndike, Mrs. Delia D., Boston.
Thorndike, S. Lothrop, Cambridge.
Ticknor, Miss A. E., Boston.
Tilden, Mrs. M. Louise, Milton.
Tilton, Mrs. W. S., Newtonville.
Tingley, S. H., Providence.
Tolman, Joseph C, Hanover.
Torrey, Miss A. D., Boston.
Townsend, Miss Sophia T., Boston.
Troup, John E., Providence.
Turner, Miss Abby W., Randolph.
Turner, Miss Alice M., Randolph.
Turner, Miss Ellen J., Boston.
Turner, Mrs. M. A., Providence.
Turner, Royal W., Randolph.
Underwood, F. H., Boston.
Upton, George B., Boston.
Villard, Mrs. Henry, New York.
Wainwright, Miss R. P., Boston.
Wales, George W., Boston.
Wales, Mrs. George W., Boston.
Wales, Miss Mary Anne, Boston.
Ward, Rev. Julius H., Boston.
Warden, Erskine, Waltham.
Ware, Mrs. Charles E., Boston.
Ware, Miss M. L, Boston.
Warren, J. G., Providence.
Warren, Mrs J. Sullivan, Boston.
Warren, Mrs Wm. W., Boston.
Washburn, Hon. J. D., Worcester.
Waters, Mrs. Elizabeth F., Boston.
Waterston, Mrs. R. C., Boston.
Watson, Miss E. S., Weymouth.
Watson, T. A, Weymouth.
Webster, Mrs. John G., Boston.
Weeks, A. G., Boston.
Welch, E. R., Boston.
Weld, Otis E., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Boston.
Weld, W. G., Boston.
Wells, Mrs. Elizabeth S., Boston.
Wesson, J. L., Boston.

Wheeler, Nathaniel, Bridgewater, Conn.
Wheelock, Miss Lucy, Boston.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, C. J., Cambridge.
White, Charles T., Boston.
White, Mrs. Charles T., Boston.
White, G. A., Boston.
White, Joseph A., Framingham.
Whitehead, Miss Mary, West Somerville.
Whitford, George W., Providence.
Whiting, Ebenezer, Boston.
Whitman, Mrs. Sarah W., Boston.
Whitney, Edward, Belmont.
Whitney, E., Boston.
Whitney, Henry M., Brookline.
Whitney, Mrs., Boston.
Whitney, Miss Sarah A., Boston.
Whitney, Miss Sarah W., Boston.
Whitwell, S. Horatio, Boston.
Whitwell, Miss S. L., Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edward, M.D., Boston.
Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Williams, George W. A., Boston.
Wilson, Mrs. Maria Gill, Newtonville.
Winslow, Mrs. George, Roxbury.
Winsor, J. B , Providence.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Winthrop, Mrs. Thomas L., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Wolcott, Roger, Boston.
Woods, Henry, Boston.
Worthington, Roland, Roxbury.
Young, Alexander, Boston.
Young, Mrs. Benjamin L., Auburndale.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

SOUTH BOSTON, Oct. 8, 1890.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected: —

President — Samuel Eliot, LL.D.
Vice-President — John Cummings.
Treasurer — Edward Jackson.
Secretary — M. Anagnos.

Trustees — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Andrew P. Peabody, D.D., Edward N. Perkins, Leverett Saltonstall, S. Lothrop Thorndike and George W. Wales.

The following persons were afterwards added to the list of the members of the corporation by a unanimous vote: Simeon E. Baldwin, New Haven, Conn.; Mrs. I. C. Barrows, Thomas Cushing, Rev. George E. Ellis, D.D., Hon. George H. Gammans, Mrs. Rebecca M. Hesseltine, Oren S. Knapp, W. H. Long and Mrs. Maria W. Wales.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,
Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 5, 1890.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen and Ladies: — During the past year we have been compelled to dispense with the invaluable services of our director; but his place could not have been more acceptably filled than it has been by John A. Bennett, Esq., who, to his previously known fitness for the management of the important business affairs placed under his charge, has manifested rare discretion and skill, as well as uniform patience, sympathy and kindness in the superintendence and care of the institution and its inmates. We could not have anticipated that the director's vacation would have been so happily bridged over; and Mr. Bennett yields up his trust with the highest regard and sincerest gratitude of our board. Mr. Anagnos has returned with greatly improved health and renewed strength, which we hope that he will husband more assiduously in the future than in the past; if not for his own sake, in behalf of those interests which he has accounted as more precious than his life.

The total number of pupils in all departments on the first of October was 226. Since that time 31 have been admitted, and 56 discharged, making the total number at the present time 201. No pupils are received from other than the New England states, unless there be some single exceptional case; inasmuch as we are under virtual obligation to receive all suitable New England applicants, who usually fill the entire available room.

We are grieved to report for the past year an unusual amount of serious and fatal illness. Six of our pupils, namely, Lillie B. Edson, aged ten, Arthur S. Caswell, twelve, Albert C. Emery, twelve, Lizzie M. Witt, ten, Charles Richardson, eight, and Ethel A. Beman, fourteen, died at the City Hospital, whither those seized with diseases that may prove contagious are always removed, both for the benefit of experienced nursing and attendance, and for the safety of our remaining inmates. We would recognize with our hearty thanks the uniform and assiduous kindness of the superintendent of the hospital and his assistants to such of our pupils as have been under their care.

The illness on our premises cannot be traced to any local cause. The fatal cases were from five different buildings, and in every instance thorough examination was made of the plumbing and drainage, without the discovery of any cause of danger.

The illnesses were for the most part traceable
the epidemic influenza of last winter, with
measles and scarlatina, which prevailed v
extensively at the same time. Several of
worst cases were of children who returned fr
the Christmas recess, either debilitated by sickn
or with symptoms of disease too far developed
be arrested. It must be borne in mind, also, t
congenital blindness is oftener than not connec
with a feeble constitution, ill fitted to resist con
gion or to withstand acute disease.

2. The School.

There has been no essential change in
methods of instruction, which cover the sa
broad and varied field of studies and of exerci
that has composed the generous curriculum of
past few years. The education here is liberal a
many-sided. Physical training, on a judicious s
tem, with a well-equipped gymnasium for the bo
and for the girls, has received its full share of att
tion, as may be seen in the bright, healthful fac
and the natural and easy carriage of the pup
With this, and largely through this, moral cultu
and good manners, cheerful ways of mutual servi
obedience to teachers, habits of industry, be
physical and mental, have been manifest with f
exceptions. On this twofold foundation the int
lectual discipline has been practical, enlargi
to the mind, far-reaching, and to some exte

ideal, — that is to say, engaged on higher themes of study, such as philosophy, poetry, history and ethics. There is always one class or more of literary history, in which the pupil's power of analysis and criticism is called out to some extent. The practical branches, of course, are first made sure, — reading from raised letters or from the Braille points, writing, spelling, and arithmetic; these, and whatever special parts of education, as particularly music, are indispensable to the self-supporting power of the pupil when he graduates into the busy world. In geography these pupils are remarkably proficient, picking out from dissecting maps countries and places as they are called for, describing their distinctive features, physical, political and social, and telling the capitals of states and kingdoms with quick certainty. The gift of speech, too, is carefully cultivated, so that, in reading aloud, or in declamation or recital, a habit of distinct, well-modulated utterance prevails, as any one must have perceived who has attended one of our annual "commencements."

The loss of sight is largely compensated by a quickened sense of hearing. To melody and harmony the ears of the blind are peculiarly sensitive, and therefore music is a favorite study and pursuit with them. This beautiful art has ever ranked among the most prominent branches in the education of the blind, as a solace and pure source

of happiness, as a refining moral influence, and as a future self-supporting occupation. The large corps of musical instructors, still under the faithful, able and judicious direction of Mr. Thomas Reeves, who is himself blind, and with the aid of seeing music-readers, have done excellent and satisfactory work. The field embraced in the scheme of musical instruction was sufficiently described in our last report as follows: —

> In chorus and solo singing; in pianoforte and organ playing; in the practice of the violin, the clarinet, flute and various brass instruments, as shown in the correct, tuneful, tasteful performances of the well-filled band; in the theory of music, the writing and analysis of harmony, with some initiation into the mysteries of counterpoint through the study and practice, both vocally and instrumentally, of a number of Bach's four-part chorals, — the standard of attainment is continually rising.

It may be mentioned, with some satisfaction and some pride, that at this institution the music of Sebastian Bach lies so largely at the foundation of the whole musical education. More wholesome and nutritious pabulum could not be administered. Technically, it ensures sound and true artistic habits, while it is a safeguard against frivolous and false taste, counteracting the idle and capricious fashions of the day. Art becomes a thing of conscience, a religion, under such a master. The smaller compositions of Bach for the piano, sometimes with a violin part, preludes and fugues

from the "Well-tempered Clavichord," inventions, minuets, gavottes, arias, etc., form a considerable part of the musical daily bread of these young pupils. They play them from memory; they evidently enjoy them, and they will not easily forget them; they carry them as an unfailing standard with them into the musical life before them.

The tuning of pianos, and even the regulation and repair of instruments, is still carried on by a number of the pupils, under the excellent instruction of Mr. J. W. Smith. They are employed in not a few private families, where their work gives satisfaction; and all the pianos in the public schools of Boston are still kept in tune, as they have been for several years past, by pupils and graduates of the Perkins Institution.

We are happy to say, the faithful and efficient corps of instructors in our school continues still in service, with only two exceptions. Mr. E. E. Allen, who had been head teacher in the boys' department for two years, and who filled that responsible place to general satisfaction, resigned it during the summer vacation, to accept a more remunerative position in the Philadelphia school; and his place has been filled by the appointment of Miss Ida J. Phelps, a graduate of St. Lawrence University, and a teacher of ten years' experience. It will be remembered that this important position has been held before by a lady, for a number of

years, in the person of that highly esteemed and most efficient teacher, Miss Julia R. Gilman. Miss Kate F. Gibbs, also a teacher in the boys' department for two years, resigned at the end of the year to enter Cornell University. Her place has been filled by Miss Carrie E. McMaster, a graduate of the Framingham Normal School, and a teacher of several years' experience. Quarterly examinations of the school have been held, as required by the by-laws, and, on the whole, they have been satisfactory.

Except as before specified, all of last year's teachers and officers will continue to render their services to the institution, as some of them have already done for more than a quarter of a century. Their efficiency and faithfulness are evidenced more strongly by their long tenures in office, than could be done by any formal encomiums.

3. Commencement Exercises.

These were held as usual in Tremont Temple, in the afternoon of Tuesday, June 3, 1890, the president of the corporation, Samuel Eliot, LL.D., presiding. Never was more interest manifested on the part of the audience, which filled every part of the great hall, and never were the exercises better calculated to excite that interest. Compared with former years, there was little in the form of addresses or speech making. The exercises of the children spoke for themselves, more

eloquently and more persuasively. Six young men graduated; no young women. The names of the graduates are, Charles Benaiah Bowen, John Burnham, Clarence Ernest Hawkes, Charles W. Holmes, Henry Merritt and Michael J. Shea. The exercises were not confined to the graduates, but served for illustration and example of the whole work of the school, from the youngest to the most advanced pupils, including the larger portion of the kindergarten. They were, however, limited by the stern rule of time, and had to be so few and so short as to awaken a vain appetite for more. This was the appetizing programme: —

Part I. — After an organ prelude and fugue in G minor by Bach, very creditably played by John Burnham, there followed: —

1. One of those astonishing exercises in geography, by Wesley E. Newton, Frank G. Baker and Lawrence Mannix. 2. A brilliant performance by the band, larger and more fully equipped than ever before, of a military overture, by no means easy, — "Tambour der Garde," by A. E. Titl. 3. Reading by the touch by two little girls, Alice M. Bannon and Edith M. Thomas, — the latter a highly gifted, interesting pupil of the kindergarten, who is not only blind, but also deaf and dumb, and who is making rapid progress, having at command a larger vocabulary of words than

answers for the uses of many full-grown seeing persons. Their task was charmingly performed. 4. Exercises in anatomy, by Harry E. Mozealous, who pointed out upon a human skeleton, with unfailing accuracy and promptness, all the bones in the human frame, and described their functions and relations. 5. Solo for clarinet, "Luisa di Montfort," op. 82, by Bergson, executed in good tone, style and taste, by John. F. Morrison. 6. Essay, "The Future of the Colored Man," written and delivered by Clarence E. Hawkes.

PART II. — 1. Modelling in clay, an illustration, done before the audience, by the kindergarten children, some sixteen or more, of what was set down as "The Seven Little Sisters." This was very quaint and clever, showing much plastic facility in their small fingers, and excited great amusement and applause. While the modelling went on, there began, to save time: 2. Gymnastics and military drill. The charming, simple uniforms, sure and even steps and well-timed movements of the little girls and boys, as well as the soldierlike march and evolutions and the simultaneous handling of the muskets of the older boys, under their gallant colonel, won unstinted approbation. 3. Solo for violin, a Fantaisie of De Beriot, by Charles W. Holmes, was neatly and musically rendered. 4. A chorus for female

voices, "Hither, Fairies, trip!" by Tully, was very sweetly sung, the voices blending well, and the *ensemble* marred by no harsh, shrill sounds. 5. Presentation of diplomas to the six graduates, by the Rev. Andrew P. Peabody, D.D., in a few pertinent, impressive words, full of sympathy, of good advice and benediction, as follows: —

My Young Friends: — I have very great pleasure in performing this office for you. I wish that our friends here could know what these diplomas mean, how much they mean, what a large amount of faithful work they represent. One can hardly know, who has not been somewhat familiar with your school, how much work has been done for you and by you. And you have not only gained the valuable knowledge that has been imparted to you, but, in the very work that it has cost you, your whole mind has been constantly strengthened, your working power has been enlarged and ripened. Whatever you undertake to do, you are fitted for it, not only by your education, but by the work that your education has cost you. You are able to do whatever you do, well, thoroughly, faithfully.

And let me say to you, first of all, do not count that education as finished, but improve every opportunity that you have, to learn more and to grow in the very direction in which your teachers have led you. Some of you will have opportunities for reading. I wish that you all might have them and cultivate them. But there are various other ways in which we can learn: you can learn from conversation, and by keeping your minds and your ears open all the time to whatever can be of service to you.

Remember, too, whatever you undertake to do, to show that you are thorough in your work; and not only for the sake of those for whom you do it, but for your own sake, that you may

be able to say to yourself, day by day, "I have done what I ought to have done. I have finished the day's work." Consider no work done, that is not the very best you can do. And, above all, remember to be pure and true and honest and kind and generous.

You have learned of Him who, when on earth, opened the eyes of the blind. May he open the eyes of your minds and souls, so that you can see all his divine loveliness and beauty, and that you may earnestly desire to be like him, and to grow more and more like him. Then will you have done all, the best that can be done, in this world, and the best work that can be done for time and for eternity. I have great pleasure in presenting to you the diplomas. May God bless you and keep you, and make you truly his, on earth and in heaven.

To close all musically, and with music of the best, that noble and inspiring choral of mixed voices, with the four parts supported by instruments, of Bach, "How brightly shines the Morning Star!" ("*Wie schön leuchtet der Morgenstern!*"), which rang out with a very rich, impressive sound.

That afternoon will be remembered, and future returns of these "commencements" will be eagerly anticipated. We may add that that most gifted and most interesting and attractive child from Alabama, who has developed so remarkably, in spite of the loss from infancy of sight, speech and hearing, Helen Keller, who, accompanied by her teacher, had been an inmate of the Perkins Institution during a large part of

the year, was present on the stage, but took no active part in the commencement exercises, much to the disappointment of her many friends, and of hundreds who were curious to witness her acquirements for the first time. And yet, although she took no formal part, and was not on the programme, hers was really the leading rôle throughout the exhibition. It was entirely private, but observed of all. For, so lively was her eager conversation (through the medium of her teacher's fingers) with friends, trustees, etc., sitting near her; so intense her interest in what was going on; so beaming with enthusiasm her fair face; so expressive and incessant her gesticulation, — that hardly for a moment could she escape the close attention of the audience before her.

4. Finances.

The financial result of the year may be summed up as follows; the treasurer's report will give the receipts and expenditures in detail: —

Cash on hand Oct. 1, 1889, ...	$62,246 79
Total receipts from all sources during the year, . .	131,224 72
	$193,471 51
Total expenditures and investments, ...	133,056 16
Balance, ...	$60,415 35

The institution has lived within its income, and has received, in addition to numerous small

donations which are considerable in the aggregate, the sum of $2,000 in legacies, received from the estate of Grace H. Blanchard. Strict economy has been practised, so far as the efficiency of the school, the health of the household, and the indispensable repairs permitted.

5. Harris Fund.

It seems desirable to correct an erroneous statement in one of the charities' hand-books, to the effect that the institution has a fund of $80,000, for the relief of destitute blind people outside of the institution. By the will of Charlotte Harris, $80,000 was left to the institution in 1877; but the purposes for which it was bequeathed were so vaguely expressed that the supreme court was called upon to interpret the will; and it decreed "that one-third of the income (of $80,000) in each year be set apart for the out-door relief of those destitute persons who, by reason of loss of sight, are unable to maintain themselves or to become self-supporting; and that, in the distribution of this relief, preference be given to those who are inhabitants of the Charlestown district of the city of Boston, and are advanced in years." The remaining income was to be used for the general purposes of the institution.

In accordance with this decree, fourteen persons are receiving aid from this income; and nearly

twenty additional applications are on file for assistance, as vacancies may occur in the list.

The acting director has personally visited all of these beneficiaries during the summer vacation, and investigated their condition and needs. All the information obtainable about each recipient is kept on file, in order that the assistance may be given to those most worthy, as well as most destitute.

6. Repairs and Improvements.

The board of trustees having appropriated the sum of $6,000 for this purpose, the exterior of the main building in South Boston has been painted during the summer vacation, together with all of its surrounding fences. The balconies were found to be in a dangerous condition in several places, owing to the rotting away of the sills, which were concealed from sight; and they have been thoroughly repaired, certain sections having been almost wholly replaced by new material. The wooden balustrade on the roof, which was fifty-four years old, was in danger of being blown off, and it was entirely removed. A simple, yet neat, three-railed iron fence has taken its place.

Thirty of the rooms, which were in very bad condition, and two large connecting halls, have been completely renovated.

The gravelly slope west of the main building,

between that and the cottages for girls, has been seeded down, and has become a beautiful lawn of white clover, to the great delight of the small boys, who have it for a playground.

7. Printing for the Blind.

Our press has done fully its usual amount of good work, under the continued superintendence of Mr. Dennis A. Reardon, who, though no longer a resident on our ground, has generously given us his valuable services. There were issued during the past year, "Little Ones' Story Book;" the "Story of Patsy," provided by a donation from Miss E. S. Howes; "The Peasant and the Prince;" "The Blind Brother;" "Stray Chords;" "Little Women," volumes I., II. and III.; and a Braille primer; also, of music, in raised type, "Exercises in Harmony," Heller's Progressive Studies," "Vocal Exercises," and Cramer's Piano Studies."

8. Workshop for Adults.

During the past year twenty-two persons were employed in the workshop, and of these twenty-one are still employed there. With a view of increasing the work of this department and the number of those who may find employment in it, Mr. E. C. Howard, late a teacher in the boys' work department, has been appointed manager of

both the shop and the store. He is well fitted for the place, is a good business man, has a practical knowledge of the several kinds of work done in the shop, and is himself an upholsterer of the first class. This branch of manufacture he has already established in the boys' department, and it is regarded as the most hopeful industry for the adults connected with the institution.

9. Deaths of Members of the Corporation.

Of the members of the corporation, we have lost by death during the past year: William Parsons Atkinson, distinguished by a life of skilled and faithful educational work; James H. Blake, who has left the memory of a kind heart and a generous life; Cyrus Brewer, who has been of essential service in various business arrangements connected with the institution; John Templeman Coolidge, of a family of liberal givers; James E. English, late governor of Connecticut; Photius Fisk, a veteran and much esteemed chaplain in the United States Navy; Robert B. Forbes, whose philanthropy won for him a foremost place among the best men of his time; Benjamin Goddard, a liberally educated and liberal minded merchant; William W. Hoppin of Providence; John Boyle O'Reilly, to whom the land of his exile was as his native soil; William D. Pickman,

honored and beloved equally in the city of his birth and in that of his adoption; and Henry J. Steere and Benjamin Thurston, both of Providence.

All which is respectfully submitted by

FRANCIS BROOKS,
JOHN S. DWIGHT,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

"The wave is breaking on the shore,
The echo fading from the chime;
Again the shadow moveth o'er
The dial-plate of time."

WHITTIER.

TO THE BOARD OF TRUSTEES.

Gentlemen: — My long vacation has come to an end, — a vacation which was kindly and graciously granted to me by your board, in order that I might obtain some rest and seek the recovery of my health; therefore I now resume the duties of my office with renewed strength, and with a sense of gratitude for the many favors which I have received at your hands.

But, returning to my post so late in the season, I have not the requisite time and materials to write the customary report of the director for the last twelve months, nor to give a full account of what has been accomplished or left undone in the course of that period. Hence I will confine myself to a few general remarks on the work of the institution, and will dwell also upon some of its special features.

I take great pleasure in being able to state, that during the past year the usual order and

government of the school have been maintained without any interruption, and that the conduct of the pupils and their progress in the several branches of their education have been entirely satisfactory.

The Past Year's Enrollment.

"Heaven, yet populous, retains
Number sufficient to possess her realms."
MILTON.

Owing to several causes of an exceptional character, and especially on account of the removal from our list of an unusually large number of pupils by death, graduation, or dismissal for lack of fitness, the present enrollment of names, instead of an increase, shows a slight diminution.

At the beginning of the past year the total number of blind persons connected with the institution in its various departments, as pupils, teachers, employés and work men and women, was 226. Since then 31 have been admitted and 56 have been discharged, making the total number at present 201. Of these, 154 are in the school proper at South Boston, 26 in the kindergarten at Jamaica Plain, and 21 in the industrial department for adults

The first class includes 138 boys and girls enrolled as pupils, 13 teachers and other officers, and 3 domestics. Of the pupils, there are now 126 in actual attendance, 12 being temporarily absent on account of ill health, or from other causes.

The second class comprises 25 little boys and girls, and one music teacher; and the third 21 men and women employed in the workshop for adults.

Visits to the European Institutions.

"Πολλῶν ἀνθρώπων ἴδεν ἄστεα καὶ νόον ἔγνω."

Homer.

The first step taken towards the establishment of this institution by its illustrious founder was a voyage across the Atlantic. This he undertook, in the autumn of 1831, for the purpose of ascertaining, through intelligent examination and careful investigation, the methods of teaching and the modes of management then in use in the European schools and asylums for the blind. He hoped to profit by the experience of their directors and instructors in arranging a suitable system of education for the institution which he had been asked to call into being. In embarking in this enterprise, he entered upon a field of new and hitherto unfamiliar labor. He had not the least preparation for it, and no previous knowledge of its requirements; but he was eminently fitted for it both by nature and experience. For nearly ten years he had wandered from clime to clime, and, to use Chapman's rendering of the passage of Homer which stands at the head of this section, —

> "The cities of a world of nations
> With all their manners, minds and fashions,
> He saw and knew."

Dr. Howe was gifted with a high degree of clear-mindedness, keenness of observation, sound judgment and originality of thought. Moreover, his eagerness to get at the root of things, and to find out their exact value or want of value, was one of the strongest of his mental characteristics. Above all, there was in his intellectual fabric a natural acumen, a power of great insight, which discerned, analyzed, sifted, measured and weighed everything that came to his notice. These qualities enabled him to distinguish the good from the bad; to "take the corn, and leave the chaff behind;" to avoid what seemed to him injurious and objectionable, and to accept what was useful and beneficial. Thus he laid the foundation of a scheme of education which was original in some respects and quite different from those of the old world, inasmuch as it was broader and wider in its scope, more liberal in its principles, and better adapted to the wants and special requirements of the recipients of its benefits, than any in existence.

This plan was calculated to free the blind from the chains of the traditional prejudices and humiliating practices of the past, to afford them opportunities for the full development of their faculties and capacities, thus giving them educational privileges equal to those enjoyed by seeing children, to equip them for the activities and responsibilities of life, so that they might become

useful and independent members of the communities to which .they belonged, and to raise their social and moral status in every way. He labored with great assiduity and consummate skill in this field, and the results of his work stand as an everlasting monument to his genius and sagacity. His system has served as a model in the organization of all American institutions, and as a stimulus to improvement in not a few of those of Europe. Self-reliance, which, like Jacob's ladder, leads to high regions, was uppermost in his dreams, and he insisted upon its importance with tremendous emphasis. His success was truly remarkable. In order to reach the goal of his aspirations, however, he spared no effort. He was not satisfied with his achievements. He was not one of those people who hold a silver piece so close to their eyes that it seems as large as the moon, and shuts the latter from their sight. Instead of fixing his gaze on what had already been accomplished, he took a large and comprehensive outlook over the whole field of action In the language of Scripture, he forgot what was behind, and reached out to what was still before him. His studies with regard to the amelioration of the condition of the blind and their elevation in the scale of humanity were constant and thorough, and he was always on the *qui vive* for something better. Besides his first visit to the European institutions, he made a second one

in 1844, a third in 1850, and a fourth and last one in 1867. He was also a regular reader of their reports.

In these, as well as in all other matters relating to the cause of the blind, I have followed in his footsteps.

About twenty months ago my health seemed to be impaired to such an extent as to render necessary for me a speedy relief from duty and a change of scene; and you graciously proposed that I should take a vacation of a year, or more, if need be. I made the preparatory arrangements accordingly as soon as possible, and sailed for Europe on the 18th of June, 1889. While there I devoted a large share of my time to making myself acquainted with all kinds of institutions for the blind, and with the condition of those who had been taught or trained in them, without any regard to my recess or holiday; for I believe, with Virgil, that "it is allowed, by laws divine and human, that we may perform some works even on festal days."

> "Quippe etiam festis quaedam exercere diebus
> Fas et jura sinunt."

I visited schools, asylums and homes for the blind, in Great Britain, France, Switzerland, Italy, Hungary, Austria and the German empire. I saw the principal institutions in each of these countries, besides many less important ones in

several of them. I visited thirty establishments in all. I was cordially received everywhere. My fellow-laborers in the field of education of the blind met my inquiries in a most kindly spirit, and afforded me proper facilities for thorough investigation and critical examination of their work. For these attentions, and for all cordial greetings on the part of my professional brethren abroad, I return my heartfelt thanks. To many of them I am also indebted for their annual reports, and to several for books and pamphlets relating to the cause in which we have a common interest. Some of these documents I should have found it difficult or impossible to procure in any other way.

Eager to obtain trustworthy information in all matters pertaining to the institutions, I sought every opportunity to ascertain the fundamental principles of their organization, and the sources from which they derive the means for their support; to learn the particulars of their management and operation; to acquire a knowledge of any improvements they had made, and to gather for our own school all the benefits which a careful survey of their workings could afford, earnestly seeking —

> "By foreign arts domestic faults to mend,
> Enlarge my notions, and my views extend."

It is my purpose to give, at some future time, a detailed account of the various institutions in

Europe. Touching briefly upon the history of their origin and upon their different forms of government, I intend to dwell on the special features and main characteristics of their work; on the nature of their environment, and the effects of the social and political influences which are brought to bear upon them; on the facts and figures elicited by my inquiries, and on the results of my observations. At present I am compelled to confine myself to some general remarks.

During the past twenty-five years these institutions have increased both in number and in extent and variety of means of instruction. In many of them some of the old methods have been revised and improved, or discarded and replaced by new ones. In others, measures have been taken for embossing books and constructing apparatus of different kinds; while in not a few more attention is now paid to the systematic and harmonious development of the physical capacities and the intellectual and moral faculties of the pupils, than ever before. All things being considered, we may safely say that there is no lack of effort on the part of those in authority toward preparing a certain number of the sightless persons committed to their charge to become intelligent, useful, happy, and in every way estimable men and women and citizens. The spirit of self-reliance and self-respect is more or less cultivated in all European countries. With the exception, perhaps, of Italy,

where mendicancy in general displays a shocking and disgusting spectacle, the loss of vision is no longer tacitly understood to be linked with beggary, as was formerly the case. On the contrary, a strong belief in the dignity and capacity for happiness of every member of the human family, whatever his bodily defects may be, has been gaining ground steadily, and the right of all children to receive an education has been recognized with a degree of rapidity which is truly encouraging. The signs of an advance all along the line are unmistakable.

This change is largely due to the demands of the present age, as well as to the good sense and ability of the men who, during succeeding generations, have devoted themselves to the cause of the blind.

But, while I acknowledge with unreserved pleasure the gains and the progress thus far made, both from a moral and practical point of view, I am free to confess, that, in some essential respects, the institutions in Europe are quite inferior to those in America. They neither furnish the best literary advantages nor the most salutary and substantial mental enrichment. They are scantily supplied with publications in raised print, and with the necessary educational appliances and tangible apparatus. They do not afford to the recipients of their benefits the means for a broad culture, and the passport to true manhood and

womanhood. They are stinted in their provision of the means for æsthetic development, and the acquisition of scientific knowledge. Their standard of intellectual attainment is lower than ours, while, with regard to mechanical work, it is higher. Fairly judged and justly characterized, they may be considered as fields of industrial occupation, rather than of mental pursuits and professional callings, — as training-places for handicrafts, and not as factories of scholarship. The development of manual dexterity in the pupils is the highest merit which they can claim, as all thoughtful observers agree. The difference between the European and the American establishments for the blind may be thus summed up: the former have striven to produce skilful laborers, while the latter have endeavored to make of their scholars intelligent men and women. Both these systems are open to criticism; but the tendency of the age is decidedly in favor of carrying mental development to its fullest extent.

The industrial departments of the European institutions are well supplied both with accommodations and with convenient appliances for instruction and work. Of the various trades in which the blind are engaged, the following are the principal ones: the making of baskets, brushes, brooms, mats and bedding. Chair-caning is successfully taught in most of the shops. In particular localities, some other articles

are made, for which the neighborhood affords a good market, or makes a special demand. The favorite occupation in most of the schools is the manufacture of brushes and baskets. The latter are extensively used in Germany and Italy for many purposes for which wooden and paper boxes are employed in this country. They are therefore sold at remunerative prices; while the making of brushes pays fairly well in Great Britain, in Prussia, in Saxony and in Bohemia. Germany surpasses all other countries in the care which she bestows upon the blind who have learned their trades at the various institutions and have returned to their homes, or at least to their native places. By a methodical system of supervision and assistance, unknown to England and America, about *three-fourths* of the old pupils are enabled to earn their living by the sweat of their brow. This arrangement is admirable in every respect, and we earnestly wish that it might be introduced in all the large cities and thickly populated parts of this country, thus replacing those gigantic monstrosities, which are dignified by the names of "industrial homes," but which, in the natural order of things, are destined to do more harm than good to the cause of the blind, by segregating them from general society, and gathering them under one and the same roof, instead of scattering them among seeing people.

With regard to the homes or asylums for the

blind in which the means for mere physical existence are supplied, without any provision for work by the hands or for employment of the mind, I have nothing favorable or new to say. As a general rule, they are simply almshouses for sightless persons, with all the bad features which are inherent in such establishments, and which are rendered intensely objectionable by the fact that the inmates are victims of a common infirmity. There is absolutely nothing to commend their continuance, and their existence should be no longer tolerated. On the contrary, their abolition is demanded by the promptings of reason and common-sense alike, by the dictates of enlightened philanthropy, and by the wisdom of social science gained by long and varied experience. Devoid of all means for the employment and occupation of the time of their inhabitants, and utterly destitute of inducements to energy and incentives to activity, these places are veritable nests of indolence and idleness, and the manifold evils resulting therefrom. They are this and nothing more. It is no hyperbole to characterize them as gloomy and cheerless abodes, rather than as decent homes for human beings. The majority of their inmates cannot but be unhappy and dissatisfied with their lot in life. They no doubt think with Pope, that they —

> "Wandering go
> Through dreary wastes, and weep each other's woe."

The sharp criticisms and severe comments made on these institutions by Dr. Howe and others are not unjust in any way. Verily, viewed in the light of the facts which provoked these remarks, they seem mild and tame. Last May, when I visited the *Ospizio per i ciechi poveri dei S. S. Guiseppe e Lucia*, in Naples, and saw a number of aged men clad in filthy rags, herded in damp and ill-ventilated quarters, suffering with rheumatism and with all sorts of aches to which the human flesh is heir, and surrounded by everything that was dismal and dreary, I was so distressed by the sight that it was impossible for me to restrain myself from saying, with due emphasis, that, if the rear part of the building could be swept away by fire or by some other destructive agency without any loss of life among the inmates, its ruin, instead of being a calamity or a misfortune, would be a real benefit to suffering humanity. Passing from a dark and chilly dining-hall to some sunless and crowded dormitories, which were filled with foul air, and whose walls and ceilings were dripping with moisture, I noticed a number of decrepit persons lying in their beds half-naked, or sitting in a corner and groaning. I asked the officer who accompanied me in my tour whether most of these poor people were not subject to neuralgia and to all sorts of excruciating pains. "Oh, yes, sir," answered he, promptly; "but the institution employs a physician, who

attends to their ailments and prescribes for their cure." This reply, given amid such horrible surroundings, sounded like mockery. The tone of the speaker and the promptness with which he made this answer showed that my question had touched a very tender and weak point.

International Congress held in Paris.

"You hold a fair assembly; you do well."
SHAKESPEARE.

The International Congress for the amelioration of the condition of the blind met during the first week in August, 1889, at the national institution for young sightless persons, in Paris. The meetings of the assembly were of absorbing interest. There was a large number of delegates in attendance, representing various establishments for the blind in France, Belgium, Switzerland, Russia, Italy, Portugal, Great Britain and North and South America. Of the great nations of Europe the Germans alone figured by their absence. Their merchants and manufacturers were discouraged and hindered from sending exhibits to the grandest and most glorious of all the industrial and pacific achievements of the nineteenth century, — the universal exposition of 1889. Nor were their scholars and philanthropists allowed to participate in the proceedings of the numerous scientific, educational and benevolent gatherings, which took place in Paris during the summer of

that year. The imperial veto forbidding any German officials to take part in the various assemblies, which were outgrowths of the exposition, was couched in language too plain to admit of any misinterpretation. No doubt many Germans would have liked to attend the philanthropic meetings held at Paris, but the tyranny of their government prevented them from doing so. Such proceedings could not meet with the approval and sympathy of the man of fire and iron, who indulges in vulgar hatred against everything that comes from France, and who is incapable of shedding tears to —

"humanize the flints whereon he treads."

Bismark's bold and harsh policy fell in the form of a heavy and pernicious frost on the tender plants of philosophy and humanity, causing their gradual withering and decay, and has lodged in their place a giant militarism, which, like the devil-fish described by Victor Hugo in the "Toilers of the Sea," has twisted its sharp elongated tentacles around the body of every European nation, great or small, fastened its innumerable suckers in their flesh, and is now drinking their life blood. As in the proximity of the octopus — the sombre demon of the water, watching with sinister patience in the dusk — "no bird would brood, no egg would burst to life, no flower would dare to open, no heart to love, no spirit to soar," so, under the

sway of Bismark's diabolical creation, the common offices of humanity cannot be maintained, learning and science cannot flourish, the cultivation of the liberal arts is inevitably neglected, the groves of the muses and Apollo are deserted, the graceful amenities of life fade away, and only the martial fields are in full bloom, and promise a rich and awful harvest. When the "sparks that kindle fiery war" are carefully fostered and kept alive in the hearts of men, and are thus ready to produce a blaze at any moment, the nobler instincts of peace and brotherhood, of mutual love and good-will, of benevolence towards all and of malice towards none, are banished therefrom. In the imposing presence of officers of different grades, attired in glittering uniforms, adorned with plumes, decorated with helmets, resting their hands on the hilts of shining swords, and forming the vanguard of the favorites of emperors, kings and rulers, the sublime aristocracy of mind and character loses its importance and becomes of little account. Before the formidable array of legions of soldiers taken away from the useful employments and ennobling activities of society, and while —

> "The trumpet's loud clangor
> Excites men to arms,
> With shrill notes of anger
> And mortal alarms," —

the chariot of progress and civilization cannot go

forward. Charity's celestial melodies are jarred by the discordant noises of clashing blades, and nature's sweet and kindly voices are drowned with the roar incident to the preparations for an accursed slaughter of human beings. As we look at this state of things, instead of seeing the river of life rolling its amber stream over elysian flowers, and the beauteous tree of peace growing in safety and strength, we notice the clouds of mischief and hate thickening, and the signs of a deadly storm multiplying on the political horizon of Europe, and we can foretell, with great certainty, bloodshed and the dire events of war. This is the direct and natural outcome of Bismark's atrocious policy; and the world at large cannot be too thankful to the young and impetuous Cæsar for flinging its despotic and unscrupulous author from the throne of a dictator and commander of the destinies of Europe, and for relegating him to permanent retirement, whence he can no longer issue arrogant orders or autocratic mandates, and where he has ample time and opportunity to satisfy his natural tastes and to indulge in an irrepressible garrulity, which rends his mask and reveals the inwardness of his real self, without harming any one else. But to return to my subject.

The preliminary arrangements for the sessions of the congress, and everything relating thereto, were made by that whole-souled and indefatigable

worker in the cause of the blind, Mr. Maurice de la Sizeranne, editor of the two French reviews published monthly in their behalf, in Paris, the "Valentine Haüy" and the "Louis Braille." Mr. E. Martin, director of the national institution for the young blind, presided over the meetings with dignity and decorum, and proved himself equal to all emergencies. One of the most characteristic features of the convention was the large number of blind persons (nearly one hundred) who took part in it. Of the twenty-six papers that were presented, eighteen were written in the Braille system by sightless men, and were read fluently by their authors. The following were the principal questions treated of in these essays: —

First. Which are the most lucrative professions for the blind?

Second. To what extent would it be expedient or proper to give to the blind intellectual instruction corresponding to the requirements of the calling which they intend to pursue?

Third. Is it proper that public schools should be established for the benefit of the blind? If so, how should the programmes of such institutions be coördinated?

Fourth. How great should be the influence of the family in the care and education of the blind during the early part of childhood?

These topics, together with several others of general interest, but partly suggested by the new

order of things which has been growing up both in France and Italy since the fall of the second empire and the occupation of Rome by the Italian government, were thoroughly discussed and earnestly commented upon. But the debates, although very animated and quite heated at times, were invariably conducted with that consummate tact and courteous delicacy, with that fine wit and graceful language, for which the French are so famous, and of which they are such perfect masters as to be recognized as rivals of the ancient Athenians.

The work of the congress was in every respect beneficial to all present, and an incitement to deeper professional life and more strenuous exertions for the remedy of existing defects and the attainment of better results.

In my intercourse with some of the most intelligent pupils, graduates, instructors and sightless professors of the Paris institution, I was delighted to observe that the name of Valentin Haüy, the founder of that school and the apostle of the blind in general, is still loved and cherished by all of them with a religious and enthusiastic veneration. A beautiful marble statue of the great philanthropist, who "brought light out of darkness," stands in front of the main entrance of the establishment; and one of the most charming and touching things, which I heard in the gay capital of France, was the recital, by Prof. E. Guilbeau, of a poem which

he wrote some time ago in memory of the illustrious benefactor of himself and of his fellow-sufferers.

In connection with the congress, there was arranged in a spacious hall of the institution — which ordinarily serves as a play-room for the girls — an exhibition of embossed books and maps in relief, of writing machines and other appliances, and of different kinds of educational apparatus adapted to the sense of touch. Specimens of the work of the scholars of some of the European institutions, and of mechanical contrivances therein constructed or employed as auxiliary means of instruction, were also to be seen in several sections of the universal exposition. The display made by the two schools of Paris — the national and the Braille — was very extensive, and surpassed all others in magnitude and in systematic arrangement. Ours was the only exhibit which represented the institutions for the blind of this country. It consisted of embossed books, dissecting maps, annual reports, models in clay, and a great variety of articles made both by the pupils of the parent establishment and by the children of the kindergarten. Although the time for the preparation of the exhibit allowed by Prof. C. Wellman Parks, United States superintendent of education at the Paris exposition, was very short, the work was so well done that it attracted deserved atten-

tion, and the award of a gold medal was the official seal of appreciation and approval which the jury placed upon it.

Edith M. Thomas.

"Knowledge dwells, the oracle of oracles.
The deaf may hear, the blind may see —
All that philosophy has sought,
Science discovered, genius wrought."

The year has been one of marked improvement in the history of this interesting little girl, and its results have fully justified the hopes expressed at the close of the last report upon her case. Hitherto she has made fair progress, for an intelligent child with careful teaching could hardly do otherwise; but her advancement has proceeded with but little coöperation on her part. The isolation consequent upon her triple privation developed a fund of resources within herself which apparently made her unconscious of any want, and more self-reliant and independent than the average child who can see, hear and speak. Hence the occupations and amusements offered by her teachers struggled for a long time unsuccessfully to gain her attention and interest. At first they were, to her, an unwarrantable interference with her own plans, against which she rebelled; she gradually submitted to them with better grace, then accepted them as necessary

duties, until there slowly arose within her a degree of interest in some of them. Only within the last year has her interest been so quickened as to make her progress at all commensurate with her ability. Edith has grown rapidly in stature, and her figure has developed symmetrically. Her carriage is erect and graceful, and she is a healthy and vigorous child in mind and body. The effect of the educational influences by which she has been surrounded is visible in Edith's face, which, though always comely, grows more refined and gentle in its expression with each succeeding year. Her features are pleasing; the drooping eyelids and long eyelashes entirely conceal the sightless eyes, and the sweet, attractive grace of her smile makes her a charming little girl.

Her mental and moral growth have kept pace with the physical. She has made excellent progress in all her studies; her mind has become more receptive; she has grown more social and communicative, and more solicitous to please, as well as to avoid displeasing. Her native integrity, which has been mentioned in previous reports, remains unimpaired. She is strictly honest, to the extent that, in little matters among the children where there is a temptation to prevaricate, the teachers find they can rely upon Edith's word, and that she will be truthful even when she knows that the facts are entirely against her.

In February Edith and her teacher were removed from the kindergarten, in Jamaica Plain, to the girls' department of the school at South Boston. The change was a great delight to Edith, and has accelerated her progress in all directions. As the oldest of the children at the kindergarten, and the most robust and fearless of them all, she was the leader in their sports; but, as they could not converse with her, she had no real companionship with her playmates. She knew they were younger than herself, and looked upon them as little children, and therefore unsuitable as examples by which to regulate her own conduct. She has always wanted to be "a big girl;" and when her transfer to South Boston placed her among older pupils, her ambition was gratified, and her self-respect was stimulated, and helped her to control her childish naughtinesses and to emulate the conduct of her schoolmates. Her occasional fits of rebellion became less frequent, and now appear to have ceased. She does not manifest the slightest ill-temper or opposition to the wishes of her teacher. Her romping ways, too, have gradually become more gentle; yet she has lost none of her vivacity, or love of out-door sports and exercise. In short, she has been maturing in mind and character in a marked degree.

Language.

During her first two years at school Edith showed but little desire to converse either by the use of language or by any other method. She received her lessons through the manual alphabet, and replied briefly to questions, using only the most important words, and omitting the connectives even after she understood them. She seldom volunteered a remark, or asked any but necessary questions. This was the silent child of whom Miss Markham took charge in September, 1889. Some two months later, under date of November 16, the following record appears in her teacher's journal: —

She has begun to ask questions; wanted to know if lace was made of thread, and if her stockings were made of cloth. I said they were made of cotton thread. "No! stockings made of cloth by lady," she answered.

Miss Markham then explained that the cloth was made of cotton threads, and that the cotton grew at the South, and gave Edith a lesson upon cotton, showing her some, that she might examine it carefully. In the evening this little student inquired what her hair was made of, — whether it was made of thread; and when her teacher replied that "it grew," she asked if it was made of grass. Her next inquiry was, "what are boots made of?" and when Miss M. told her that

they were made of the skins of cows and goats, she asked, "what is skin made of?" Then question followed question with eager interest. Her desire for knowledge that lay beyond the reach of her exploring fingers seemed suddenly to have awakened from its dormant condition, and since then has never slept.

At this time she understood the use of all the parts of speech, and, so far as her vocabulary extended, she could use them correctly, although she preferred abbreviated forms of expression. The use of personal pronouns was very slowly adopted by Edith. At first she considered it an indignity to be addressed as *you*, and expressed her resentment in look and manner. When she found that her teacher accepted this form of address, she ceased to object; but it was not until long after she understood their propriety that she accustomed herself to use these pronouns. Her teacher says: —

MARCH 15. — She is beginning to converse more with other people; for awhile she would talk very little with any one but myself. Her increasing use of pronouns is noticeable. She does not understand yet why the possessive of pronouns is not formed by adding the apostrophe and *s*, the same as in nouns.

This was shortly after her removal to South Boston, which gave a fresh stimulus to her use of language, and her vocabulary greatly increased after she had the pleasure of using it in intercourse

with her companions. The change in Edith's special teacher, and the interruption of lessons during the long summer vacations have prevented the keeping of a record of her progress in this direction, and it is quite impossible to say how large a stock of words she has at command, for she now draws from many sources. While at home, in vacations, she not only converses with her own family by means of the manual alphabet, but she has friends and playmates in the neighborhood, who also talk with her. At school she talks freely with the teachers and other officers; and her schoolmates, from the oldest to the youngest, are all very fond of her, and eager to attend to her lightest word. Her vocabulary is sufficient for ordinary conversation, and it is rapidly increasing now that she reads more and talks with so many people. Although she often — perhaps generally — forms complete sentences when she is conversing, yet the tendency to shorten the tedious method of spelling out every word is still noticeable. Instead of "what is it for?" she will often spell "for?"

She shows a special, and sometimes inexplicable, liking for certain words, which she will introduce at every opportunity. *Afraid* is one of these; *certainly* is another; this, indeed, is her common form of affirmation, although it is not often used by those about her. Still another favorite word is *mischievous*, and this she seems to have a peculiar

delight in using on the slightest occasion. When she first met this word, the syllable *mis* occurred at the end of a line, and *chievous* at the beginning of the next; and Edith read it as Miss Chievous, and thought it a very funny name. Although her mistake was immediately corrected, and she fully understands its meaning, the word always seems to recall the mirth which it first provoked.

Reading.

She has made excellent progress in reading, and enjoys it more and more as she advances. She not only becomes interested in the books which she reads with her teacher at hand, but she sometimes takes a book and sits down to read by herself. At the beginning of the year she was still in the First Reader. This was finished in October, and since then she has completed the Second, Third, and Fourth Readers, "Stories for Little Readers," and "The Little Ones' Story Book," besides a portion of "What Katy Did," and some selections from "Heidi." This amount of reading means more than that of a child whose work is oral, and whose attention, occupied with the pronunciation of the words, often fails to notice or even care for their meaning. At every new word Edith asks for enlightenment, and sometimes the entire time of the lesson is spent in answering her questions, and giving illustrations, which will make the meaning clear to her mind.

The following are some of the questions asked by this little girl during a lesson upon oysters and clams, and are given as a sample of her ordinary questioning in her daily exercises: —

"Do oysters and clams have shells?" "Where do they live?" "Do men get them and put them in stores?" "Can men get them from the ocean?" "Can they grow in the shells?" "Does it have a mouth?" Then, being reminded of one of her own experiences by this talk about the dwellers of the ocean, she remarked, "I walked in the water with Mary Brown, at Forest Park, and she liked it." Another day her lesson was upon spiders, about which she asked many questions, some reply to which recalled to mind a chrysalis which had been given her. "Is my chrysalis a butterfly?" she inquired. "When will it be a butterfly?" "Will it stay in the box all the time?" [Meaning, until it becomes a butterfly.] "Does it have two wings?" "Does it have four feet?" Then, thinking of what she had read and been told, she said, "it is a little play bird."

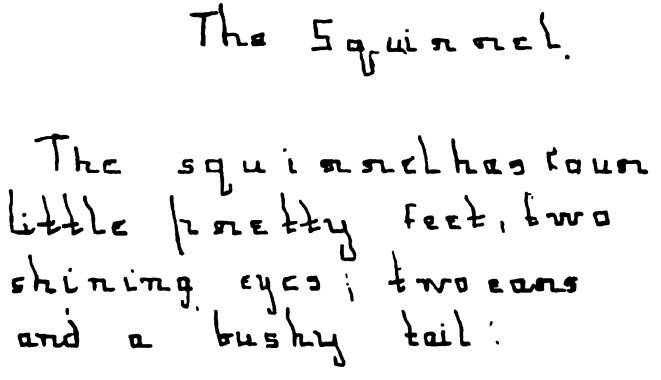
Edith is now very happy in joining a class of girls about her own age, who listen to a reading every evening. They are now hearing "Black Beauty," and Edith receives from the fingers of her teacher the story to which they listen. A part of her pleasure undoubtedly comes from the feeling that she is *sharing with others,* but she is also

interested in the book itself; she talks of it at other times, and its influence is increasing her thoughtfulness for the comfort of animals.

Writing.

In pencil writing Edith has also improved during the year, and it is no longer a distasteful task. If she has written a page, and her teacher tells her that it does not look well, without hesitation she destroys it, and re-writes the matter upon a clean sheet. Her exercises are descriptions of animals or objects which she has examined, accounts of stories which she has read, or letters to relatives or friends. Whenever she receives a gift that pleases her, she says, "I will write — a letter."

The following *fac simile* copies illustrate her writings and composition.



In fall he picks the nuts all up and puts them in a hole for winter, then eats them for breakfast dinner and supper. He goes to bed at seven o'clock

Squirrel does like to run and walk very much.

Dr. Jack has a little pretty squirrel in a cage, at one end of the cage is a wheel for the squirrel to run in and a bed at the other end

I like a squirrel very much. Edith M. Thomas.

Dear Miss Bennett
I am glad to see a
little pretty cater—
pillar it does love
me very much.
I am going to show
it to Miss Markham
Mary Park and Eunice
French
I will put it in an
oblong box and feed
it with leaves.
I will keep it until
the caterpillar makes
a cocoon and comes out
a moth.
At eight o'clock I
read about Ned and the
caterpillars in Miss
Poulsson's book.
Your loving little
friend Edith M. Thomas

Early in January she began learning to write Braille — a system of embossed points, which she can read as well as write, and thus have the pleasure of examining her work. It was feared that when she could write by this method she would become unwilling to use the pencil, which is so fruitless in results that she can perceive. It has not proved so, however, for she writes these systems with equal readiness; but her pencil writing, from longer practice, is the more correct.

Kindergarten.

Before Edith left the kindergarten she had become familiar with the occupations, could analyze the gifts, and play the games. She is so fond of play that these games have always been delightful to her, and one of the greatest punishments, which could be inflicted for her misconduct, was to deprive her of the privilege of joining in them. She began by following the movements of the other children, and she entered heartily into the sports even when she but slightly understood their meaning. When, this year, she learned that there were songs accompanying every game, and what these songs were, she was happier than ever. To some of the games she has learned the words, and these she plays with the greatest zest.

Arithmetic.

Other pursuits required so much of Edith's time, that her lessons in arithmetic were suspended May 1. At that time she had become familiar with the multiplication tables, as far as twelve times twelve; she could work readily with numbers less than twenty, and had learned to use the type-slate, upon which she had set the multiplication tables and performed some simple exercises in addition.

Geography.

She has not begun to study geography, but the way is being prepared by incidental allusions in reading or conversation, which lead her to ask questions. Thus she has learned something of land and water, oceans, rivers, islands, mountains and hills. She was told that her former teacher had sailed across the ocean to one of the Sandwich Islands; and, as she was idly touching a map one day, her fingers happened to rest upon an island, which she recognized as such, and asked if that was where Miss F. lived.

Sloyd.

Edith's natural skill with her fingers was an excellent preparation for a course in Sloyd training. Her first lesson was taken March 21, and in the single lesson she learned to use saw, hammer and plane, and made a dish-rack, for which

she measured the pieces, as well as cut them and put them together. It was a creditable piece of work, even for a child who had sight and hearing to guide her; but, for one who labored in absolute darkness and silence, it was remarkable. At her second lesson, March 28, she learned to use sandpaper, and began a box. In her teacher's journal, under date of April 15, we read that, —

> The box is finished, and it is very exact. The nails are all put in well.
>
> MAY 28. — She has finished two small picture-frames, the smaller of which measured five by four inches. White holly is hard wood to work. Edith has only made one small piece, — a two and one-half inch square, to wind yarn on. The square has four holes, and to make these she had to use a new tool, — the drill bit.
>
> JUNE 16. — Edith went for her last lesson, and finished a spade, which was also made of white holly. The journal here records, " Mr. Larsson says that she does very nice work."

Edith received, in all, ten lessons, during which she made seven complete articles, all of which were very creditable, as compared with the work of children who can both see and hear. The most perfect piece was a box, eight and one half inches long by four and one-half inches wide and three inches deep. The pieces were measured with exactness, and smoothly sawn; the joints were perfect, and the nails so nicely driven that no trace of their presence, save the sunken heads, was discernable. Edith has enjoyed this work, and her lessons will be resumed.

Articulation.

In infancy Edith had been "a forward child." She had learned to talk at eighteen months old. She became an incessant talker, and her enunciation is said to have been more than ordinarily correct for a child of her age, when at four years old, she was stricken with that terrible illness, from which, after lingering long between life and death, she slowly rallied, with her sight entirely obliterated. Her hearing was impaired, but it was two years later before it was utterly gone, and during that time she continued to use, more and more imperfectly, her early vocabulary, until it was wholly lost. It was thought by some that, having once learned to talk, her speech might be easily recalled by lessons in articulation. Some teachers of the deaf, however, consider it more difficult to teach such a pupil than one who has never learned to articulate. It was thought desirable to make some experiments with Edith, in this direction, and accordingly she was sent to the Horace Mann School for the Deaf, where she received a few lessons.

Her first lesson, May 1, consisted of the vowels *ē*, *ā* and *ō*, the consonants *m* and *p*, and the combinations wa-wa-wa, and ba-ba-ba. These sounds she learned quickly, and with a great degree of accuracy, the sound of *b* being the only difficult one to her. At her second lesson, May 8, *k* and *t*

were among the new sounds, with such combinations as *doodle, dicky*, etc. When she returned that afternoon, her schoolmates asked her to rehearse her lesson; and among the sounds repeated she distinctly pronounced the word *kitty*. This was the last word she uttered when she lost her speech, — the one word that lingered some time after she had ceased to pronounce any other intelligibly, — and it was naturally first recalled. At her third lesson she learned *ô, ă, f, d*, and the combinations *gă, gi, bô, wa, hâ, ka, be, ha*; also the words *who, far, well, bell*. At the fourth lesson, *ō, b, ch, s, băbă* and *half* were given. In these lessons the little pupil was simply directed what to do, without being told what sound would thereby be produced. It not infrequently happened that, in trying to follow the directions of her teacher, she uttered a very different sound from the one sought; but, if it was a correct sound of any letter, it was seized as a success. Edith was then told what letter she had pronounced, and practised it until she had become familiar with the means of uttering it. How could this little girl even guess, from directions as to the position of tongue, teeth and lips, what letter of the alphabet her teacher sought to have her pronounce? Yet, the moment she was told how to make the sound of *s*, she asked if *s* was the letter required. In her fifth lesson she learned *sh, ow, n* and *u*, and the words *come, some* and *how*.

Four other lessons followed before the close of the term, and in the summer vacation she went home, and the teaching and practice of articulation was suspended. In these nine lessons she mastered more than half the sounds of the English language, besides learning a number of words and names of persons, and a few sentences, as, "I love you." "Are you well?" "Give me some milk." Her tones are natural, and her voice remarkably sweet. She gets the required sounds so easily and correctly that her success has been achieved without any real effort on her part. Indeed, it would have been very difficult to have obtained any satisfactory results if they had required from her the amount of effort usually expended, for she was not interested in these lessons, and frequently remarked, "I do not want to talk." Her feeling in regard to it, however, seemed to be a negative rather than a positive one. She followed, in playful mood, the directions given, often with her attention partially diverted by some object within her reach.

So much achieved under such unfavorable conditions indicates a probability of a remarkable success, if Edith's desire for oral language should become aroused. Recently some indications of this have been observed.

Handiwork.

In all the handiwork which she has yet been taught, Edith has proved herself quite efficient, and she frequently undertakes, on her own account, work in which she has had no instruction. She has regular lessons in the work school, where she is now crocheting a pair of slippers. She is also learning bead-work. Sewing she has taken up, voluntarily, in her play time. Her undirected efforts indicate good judgment, and their results are much better than those of many blind girls, who have had considerable training. She evidently likes needlework, and doubtless, under tuition, will become skilful.

The following programme of Edith's daily occupations, gathered, for the most part, from her teacher's journal, shows what an active and a busy life blesses this isolated child. The programme varies somewhat, from time to time, but not materially, and this fairly represents her daily duties. She rises at six o'clock, and is ready for breakfast at ten minutes of seven; then goes up stairs and puts her room in order. After the brief morning service at eight o'clock, the lessons for the day begin, the first being arithmetic, in which she is now (February, 1890) using the type-slate. At nine, she exercises in the gymnasium; at ten, practises pencil writing; at eleven, she has a reading lesson; and at twelve o'clock she goes to the

work school, where she is learning to crochet. One o'clock is the hour for dinner, after which the children are free to choose their recreations until two, when Edith has a lesson in Braille writing. At three o'clock she goes out to walk with her teacher or some of the older girls, and at four she is again in the work school, this time for a lesson in bead-work, after which she has a free hour until the tea-bell rings at six o'clock. The exercises mentioned for these hours really occupy only fifty minutes, the remaining ten minutes being allowed as a recess for the pupils of all departments, that neither work nor play may be so long continued as to become irksome.

Edith keeps careful note of time, and is always ready for the customary duty of the hour. Indeed, until the last year, these duties were her shortest measures of time; and, if she wished to fix an hour more exactly than could be indicated by its relation to breakfast, dinner or supper, she would say, "after reading," "after writing," "after gymnastics," etc. She now knows the hours of the day, as well as the days of the week and the months of the year.

This little girl takes the entire care of her room. She makes the bed, sweeps, dusts and puts it in order, and seems to take much pleasure in arranging the gifts of friends. She makes the beds for her dolls, and tucks them in with great care and neatness, and manifests a natural aptitude

and liking for the ordinary occupations of her sex.

It is apparent that Edith has but little time which has not its allotted duty of work or play, but, whenever such intervals do occur, she is never at a loss for occupation or entertainment, nor dependent upon others to assist her. She will sit for hours together (if opportunity offers) alone in her room, cutting and making clothes for her dolls, of which she has a family of twelve. She is very fond of these adopted children, and has a name for each. Her favorite is a beautiful French doll, which was sent to her from Philadelphia by Professor Bell, who had visited her a few days before. Her first question upon its arrival was, "what shall I name it?" Her teacher suggested that she should call it Kitty, as she had just learned to articulate that word. After thinking a moment, Edith said, "yes! I will name it Kitty Bell," thus, with instinctive tact, associating the gift with the giver. She plays with these dolls as other children do, without having learned from them. They are tended and dosed when they are ill, and taken out when they are well; but her greatest pleasure is in sewing for them. It is interesting to observe how, with her family of dolls, she repeats, in details partly imaginary and partly real, the various incidents of daily life. One day Miss B. asked to see Annie, a member of this little family, and Edith replied that she

had gone, with others, to the beach. In a nook in the attic Edith has found a projecting board, and thither her children are taken whenever an excursion is arranged; so, when her teacher asked if she could not send for Annie and have her come home, Edith left the room. Presently she returned, and, after waiting a little, she said to Miss B. that Annie was knocking at the door; then she opened the door and brought in Annie and the rest of the party. Their provident mother had supplied them with a lunch. There was a separate parcel for each, which, upon opening, was found to contain a (real) chocolate cream, and in addition to this there was a bottle filled with (imaginary) milk for the whole party. The bag which contained this lunch is worthy of mention, because it indicates the taste and sagacity of the little mother. Pleased with the dainty texture, she had made it of muslin; but, recognizing the propriety of a heavier material for a lunch bag, she added strength to its beauty by lining it with stout cotton. This is but one of many illustrations of the voluntary activity of the mind of this child, working in utter darkness and stillness, devising without the slightest suggestion from any one, and executing its devices even to minutest details, without the least help.

Characteristics.

Edith is quick of apprehension, ingenious, and ready of resources. Visiting a branch of the public library one day she was allowed to go behind the desk, where she observed the librarian covering books. She followed her motions for a few moments, then took up a volume and covered it, turning all the edges and corners as neatly and correctly as the librarian had done. On one occasion Miss Markham had been giving her a lesson in numbers, first using sticks as objects, and repeating the lesson with shells. When it was ended, Edith arranged the shells in a circle, telling her teacher they were girls, and were playing the squirrel game. She then moved one shell rapidly around the ring three times, touched it against one of those which formed the ring, then conducted the flight and pursuit with the two shells, and played the game perfectly to the end. One morning, not long after she entered the kindergarten, as she was standing in the hall eating an apple, she accidentally dropped it, and it rolled away. She stooped and searched for it, but the area of the hall was too large to be thoroughly examined by her fingers, and the sound of its fall had not reached her brain, to suggest in what direction she should search; so, going to one end of the hall, she extended herself at full length across its width (which she thus

nearly covered) and began rolling over and over, knowing that contact with some part of her body would soon locate the apple. Not long since a gentleman gave her, as a plaything, a box containing all the parts of an old Waterbury watch, except the mainspring. She busied herself with them for a while, put each piece into its proper place, then showed it to the gentleman, and asked him, by gesture, for the one piece which she divined was needed.

Although Edith receives a great deal of attention, she is utterly unconscious that it is given especially to her. She enjoys meeting strangers, and considers it a privilege to go into the hall on public days, for the opportunity it gives her to see so many people. Not a particle of vanity has yet appeared in her character. She is neat in her habits and in her dress, and immediately wishes to change a garment which, by its limp or tumbled condition, or by any other indications, suggests to her mind an idea of untidiness. She takes pleasure in pretty things either in her room or in personal attire, and she likes articles of jewelry; but her admiration of these things is by no means excessive, and seems only to indicate an instinctive appreciation of what is pleasing either in dress or surroundings. She will show a pretty new dress, a ring, a necklace, a doll or other toy, or an ornament for her room, with apparently equal delight; and, although the pleasure they

give is evidently genuine, it does not fill her mind. She soon turns to some other subject, — probably to the occupation she then has in hand.

Her favorite color is red. Shortly before her illness she had a bonnet trimmed with red pompons, which she thought were very beautiful; and, when she was able to run about again, *although her sight was entirely gone*, she would put on that bonnet and stand before the glass, admiring the pretty red silk balls. If some faint impression of that color which she had heard called *red* still lingers in her mind, how can she identify the manual expression of that color with the vocal expression, which was all she knew before her sight departed? Or is this simply a coincidence?

She likes to examine new objects, yet, when she is abroad, she waits for permission to do so. This privilege she often asks, if some one who can converse with her is present; but, if she is with those who do not understand the manual alphabet, she will not fail to find some method of making herself understood. If she finds a book which she longs to open, she will lay her entertainer's hand upon it, and draw his fingers across the edges of the leaves. Drawers stimulate her curiosity exceedingly, and she will place her companion's hand upon the knob, in mute petition, but scrupulously refrain from opening in the slightest degree, until approval has been given. And, as she enjoys being entertained, so she tries to enter-

tain others; and when she has visitors, she delights in showing her possessions, bringing them one by one, and pointing out to her guests the especial beauty or excellence of each. Sometimes, if she is very busy with her work, she will give them permission to go to her bureau and look at her treasures.

In examining an object she seeks its dimensions, its weight and its shape, exploring every recess into which her little fingers can penetrate; and, if its use is not apparent to her, she is not satisfied until she learns what purpose it serves. She never uses the sense of smell to aid in these investigations, although hers is of ordinary keenness, and she enjoys the fragrance of flowers, perfumery, and other pleasant odors.

In comparing the height of persons her standard is original, being the shoulder seams of their garments; and, instead of inquiring if persons are of equal height, she asks, "are the seams the same?"

Edith distinguishes her friends and acquaintances very quickly, — usually by the touch of the hand; but, if the acquaintance is so slight that this does not suffice, she seeks a finger-ring or a watch chain as a distinguishing feature. She often recognizes, after a long absence, persons whom she has never seen but once, — sometimes even after an interval of a year. One day Edith was out walking with one of her schoolmates, and unexpectedly Miss Markham passed them. In passing

she lightly and quickly pinched Edith's cheek, but in no other way did she come into the slightest contact with her. Edith was excited with surprise, and hurriedly spelled her teacher's name to her companions. They were confident that she was mistaken, and repeatedly assured her that it could not have been her teacher. But their assertions had not the slightest effect upon the little girl, who *knew* her teacher by that slight and totally unlooked-for touch as surely as she could have recognized her with perfect vision.

Her perception of locality and the readiness with which she finds the places she seeks, have previously been noticed. At South Boston her ability in this direction has much greater tests than at the kindergarten; for Edith has her room in one building and her lesson in another; she goes to a third for gymnastics, and to a fourth for handicraft. To all these places she can go without the least assistance, and is occasionally sent on errands from one building to another. She is so confident of her ability in this direction, and so desirous to be trusted to *go alone*, that her mother sometimes allows her to go about the neighborhood, and has sent her with a written order to the store. Edith is very happy to be thus trusted, and justifies the confidence placed in her.

She is very fond of fun, and is quick to see, appreciate, and carry on a joke. One day one of the teachers, wearing a new dress, brushed lightly

past her, and Edith asked Miss B. who the person was. Thinking that her apparent failure to recognize the lady was assumed, Miss B. replied, "Miss Jones." "Where did she come from?" "From Jonesville." Edith continued her questions, and Miss B. replied in the same vein, until it had gone so far and the child looked so serious, that she feared she was really deceiving her, and turned to Edith's teacher, who asked her charge whom she was talking about. Edith then, turning to Miss Markham, and with the merriest laugh expressing a fund of enjoyment, gave the real name of the lady.

When Edith first entered the kindergarten, it was remarked that, notwithstanding her fondness for her companions, she seemed to like to tease and annoy them. It was even then evident that much of this proceeded purely from a love of fun, unrestrained by the knowledge (which either sight or hearing could have supplied) that she was grieving or distressing her playmates; and longer acquaintance strengthens the conviction, that this was true to an even greater extent than was then supposed. Edith is really sympathetic wherever she is conscious of suffering, and the misfortune of being maimed or crippled in any way touches her very deeply. Descending a flight of stairs with her teacher, she passed a man seated near the foot, in whose appearance and attitude there was nothing to attract attention. Suddenly Edith stopped, passed her hand down his leg, and, to

Miss M.'s great surprise, told her the man had a wooden leg. Some very slight contact, in passing, must have suggested to the child a peculiarity which she hastened to verify. She thought that the man's head must also be of wood, and asked if he could eat. For days the painful impression of his misfortune seemed to linger in her thoughts, and she frequently referred to it with much sorrow. Another cripple, whom she had seen near her home, excited a deep interest in this little girl's mind. She talked much about him, inquired the cause of his misfortune, and, although she did not say she was sorry for him, her look and manner, and the serious anxiety of her questioning, expressed her compassion more eloquently than words could have done.

The acuteness of her perceptions is very marked. Although, through severe and repeated tests of specialists, it has been proved that the auditory nerves are dead, yet she is often aware of sounds which are usually recognized only through the sense of hearing. She not infrequently notices the ringing of a bell. She listens very attentively to music with her hand resting upon the back of her seat, and the vibrations of the floor affecting her feet are also an assistance to her. After the brief morning service, when the girls march out of the hall to the music of the piano, Edith leads the procession, keeping step with the music, and, with a slight corresponding movement of the

hand, clearly indicating a perfect consciousness of the rhythm, and pleasure in it. Indeed, she often expresses a like or dislike for the music to which she listens, and it is evident that she has a genuine interest in it. A few days after she came to South Boston, her teacher took her into a room with which she had not then become acquainted. The floor was covered with a woollen carpet, Edith's seat was removed from the wall, and, with her feet resting upon a hassock, she sat, with her Braille tablet in her lap, busily writing, when one of the older pupils entered, seated herself at the piano, and began playing. Edith did not notice her entrance, nor did she know that there was a piano in the room, but she soon looked up from her writing, in surprise, and said (in finger speech), "lady is playing piano here in the room. Where is it?" at the same time extending her hand in search of the piano. Her teacher asked her if she could hear it, and she replied, "yes!" pointing to her cheek, which she turned, in a listening attitude, toward the instrument.

Until recently Edith has seemed unconscious of her blindness, and, although it was freely spoken of in her presence, while her hearing still remained, she has, from the beginning, insisted that she could see. Before she was able to leave her bed, her mother bent down and asked her child if she could see her. Edith stretched out her little hands, and, passing them over her mother's

head, answered, in the happy tones of childhood, "course I can see you!" And a little later, when she began to run about the house, and the children remarked that she was blind, she indignantly denied it, insisted that she could see everything, and appealed to her mother, saying, "I *aint* blind, is I, mamma?" She would put on some favorite article of dress, which she had worn before she lost her sight, go to the mirror, and turning from side to side, survey herself with childish delight. Thenceforward she continued this apparent use of the eyes with seemingly the same degree of satisfaction as if physical vision remained. If she had a new hair ribbon, she would go to the glass to try it on, and would even hold a hand glass, looking into it all the while her hair was being combed. Her former teacher said, "she is constantly using her eyes to find a word she wants in a book, or to find anything that she has lost." Miss Markham also says she is "always using her eyes." If this be imitation, it is an unconscious and a very perfect one. To Edith there is some mental vision accompanying it, which is real and gratifying. The following instance could hardly have been an imitation of anything she had observed. In a leisure hour she asked for pencil, paper and envelope, and, without the guide afforded by a grooved tablet, she sat down and wrote a letter to her mother, folded and enclosed it properly, and addressed it, "Mother, Maple-

wood, Mass.," then asked her teacher if she might mail it herself. This was something which she had never done; but Miss Markham consented, and, while the little girl was putting on her hat, she added the street and number to the letter, which Edith then took to the letter-box of the institution, on Broadway. It was interesting to watch the child as she picked her way — and a devious way it was — through the girls' yard, across that of the boys, and along the west wing of the main building, where the garden hose, from a reel above her head, sloped right across her path. She paused an instant to note the obstacle, then stooped and passed under it on her way to the front of the building, where, turning to the right for a short distance, she soon reached the steps at her left. She descended these, crossed the driveway, then sought (and speedily found) one of the columns of the *porte cochère* as a guide to the long flight of stone steps leading to the sidewalk. This she crossed almost in a direct line with the letter-box. She had no difficulty in finding the opening, and, raising the letter in her left hand to the position required for easy reading where the vision is normal, she looked at it for a few seconds, then dropped it into the box. This was done in the easy and natural manner of one who was accustomed to mail letters, and habitually verified the addresses before letting them go beyond reach. Perhaps she did mentally review the address.

But, while retaining her sense of independence, she has been observing those around her, and has now come to realize that there are different ways of seeing. The first indication of this appeared last June, when, upon receiving from home some new articles of clothing, she said to her teacher, "let Eunice see my new hat *with her fingers.*" When asked if Eunice could not see it with her eyes, she answered, "no!" She was questioned in regard to several of those about her, and the correctness of her answers showed that she had noted carefully those who saw with their eyes and those who used their fingers, and when, at last, she was asked if she could see with her eyes, she replied, "no!" with a tinge of sadness in her manner. Several times during the day she again referred to it. At another time, while riding in an open horse-car, she turned her face as if looking at what was passing, then said to her teacher, "can I see?" "Can you?" replied Miss Markham. "I will try," answered Edith, and she turned her face again toward the street. After looking very earnestly for a few minutes, she abandoned the attempt, saying gravely, "no! I cannot see!" During the vacation, while she was with her teacher, a trip to Springfield was proposed, and Edith was asked if she would like to go. She inquired what they were going for, and, when she learned that they were to visit the arsenal and other places of interest, she said, "no!

I can not see Springfield with my eyes, and I do not want to go." This, however, is the only occasion on which the consciousness of her blindness has seemed to affect, in the slightest degree, her desire to go, or do as others do; and, although she has thought seriously about it, it has not grieved her, or made her spirits less cheerful and buoyant. She has inquired the cause of her blindness, and has been told of the sickness which produced it; but, before telling her of it, her teacher tried in various ways to draw from her at least some faint remembrance of anything connected with it. Her efforts were fruitless. The nature of the child's questions and the manner of asking showed that the period of her illness is now a blank to her, and what she has been told seems to revive no memories. She continues the habit of trying to use her eyes, and, whenever her fingers, in reading, touch a word which they do not clearly make out, she removes them, and seeks to make the eyes perform their natural duty.

Of those few early years before she lost her sight there seem but slight traces remaining in her memory. For a little while after her recovery she occasionally alluded to things which had occurred in "other days," but for several years she has only once given an intimation that she remembered anything concerning that period. The single incident which she recalled was that once, when she was "a *very, very* little girl," as she was going to

church with her father, she saw a snake beside a wall.

Edith's ambition to be at least equal to those with whom she lives and learns is a very important trait of her character, and to it she owes much of her success. She observes what others do, and how they accomplish it; she learns where they go, and whether they go unattended. It is apparent that she compares herself with them, and is not satisfied to be esteemed less capable than they. She frequently says, "I want to be like other girls," "I want to do as other girls do." It is this which makes her anxious to attend church, and willing to bear the restraint of maintaining perfect decorum, while neither through eye, ear, nor the sense of touch is the mind receiving pleasure, inspiration or instruction. She can only sit and *wait*. This, too, accounts for her desire to go alone to visit her playmates or to do errands. She knows that other children are thus trusted. She thinks that she is "big" enough, and she wants to feel that equal confidence is placed in her. Whenever she has been tried, she has been found equal to the occasion. An instance of her sagacity is related by her mother, whom Edith, after much coaxing, had persuaded to let her go alone upon an errand at some distance, upon a road which was but little known to her, and which, for a part of the way, gave but few landmarks for the sense of touch. As had been ex-

pected, Edith became perplexed when she reached the difficult spot; but, instead of groping about until she became more bewildered, she retraced her steps to a point with which she was familiar, then turned and started afresh, and this time found the path without difficulty. Such successes are of great importance to any blind child, and only the possibility of dangers, which even her acute perceptions could not recognize in season to avoid, prevents Edith from being allowed greater freedom in going out unattended.

Perhaps the most remarkable thing about this little girl is that she is so well balanced, and that her limitations have so slightly hindered the normal development of her nature. When bereft of sight and hearing, she was not confined in a corner lest she should meet with accidents, nor hampered by that tender watchfulness which so often deprives blind children of all freedom of locomotion. On the contrary, she was treated like her brothers and sisters, and shared with them in work and play. Her blindness seems to have been but a slight obstacle to this, and even her deafness did not prevent it; but it did so far isolate her, that, when she could no longer tell her childish thoughts and make all her wishes understood, her active brain, unable to yield to idleness and inertia, impelled her to find ways of doing for herself, and to seek within her own mind the solution of the many puzzling questions which perplex little

children. Becoming thus habituated to silence, and to bringing her experiences before an inward tribunal, she grew unresponsive to external influences. The lessons she received, instead of being immediately reproduced in pleasant form to gratify and encourage her teachers, were quietly taken before that mysterious inner court, while the teacher, doubting yet hoping, was left outside to await the uncertain revelation of its judgments. This difficulty diminishes as Edith grows more communicative. Nevertheless, the habit of self-reliance remains. The inner court is still in session; but its judge and jury are growing in wisdom, and Edith is becoming docile and obedient, more from loyalty to an inward sense of duty and propriety than from enforced submission, or even from love of her teacher, although this has an influence more and more marked as time goes on. Preserving thus a distinctive individuality, this little girl becomes an object of wonderful interest as a psychological study. Much credit is due her present teacher, who has wisely refrained from the slightest attempt to dominate the mind of her pupil, but, following the indications given by mother nature, has won the affection of her charge, and is gently and unobtrusively seeking to promote the healthy, normal growth of this unfortunate child.

Religious Instruction.

At the time of her illness, Edith, then only four years old, was in the habit of attending the Sunday-school of the Congregational church. On the last Sunday before she was taken sick she started from home with her father; but he was detained, and the little child went on alone, and, arriving before the sermon was finished, entered the church, went directly to her seat, and remained to the school session afterward. The lesson was upon the last days of Jesus, and seems to have made an impression upon Edith's mind; for when, after an illness of nearly two months, she recovered her speech, she began almost immediately to talk about it, and among other questions she asked, "did Peter take the cup away from Jesus?" In those early days of convalescence, with the cards which had been given her at Sabbath-school scattered about on her bed, she would lie singing the hymns and songs which she had learned, and "playing Sunday-school." After her recovery she did not again attend either church or Sabbath-school for about six years. During two-thirds of this period, that is, from the time she became totally deaf until she was able to use the manual alphabet, she was shut out from all conversation with her fellow-beings, and all remembrance o the church and its services seems to have been obliterated.

Of distinctively religious teaching, Edith as yet knows nothing. The aim has been to allow her mind to develop naturally, giving it such moral guidance as will incline it toward truth and goodness, and to await its seeking for spiritual food.

In one of her walks with her former teacher, they passed a church which was open and empty, and Edith was allowed to enter. She was shown the pulpit and pews, obtained some idea of the ground plan of the building, and was told briefly (for her vocabulary was then very small) what churches are used for. From that time she was extremely anxious to go to church. Permission was delayed, lest the long restraint through a service which she could not understand would be so tiresome, that it would beget a dislike of church-going, difficult to remove. Her wish to go was so great, however, that she promised to keep very still, and consent was given. Edith was as good as her word, and was allowed to go again. She now attends regularly with her teacher, and it is evident that she considers it a privilege. She conducts herself with perfect propriety, sitting quietly through the sermon, and standing when the audience rises at hymn or prayer. She is on the alert to catch every movement, and generally wishes to do in all things as others do, especially if her reason or innate sense of propriety sanctions their usage. Otherwise she sometimes objects, for hers is not a meaningless imitation. Observing that her

teacher covered her eyes during prayer, she said, "I do not want to put my hand to my eyes, because I do not understand" [meaning, why I should do it]. Miss M. assured her that she was not required to do so.

A little friend of Edith takes her to Sunday-school, where she sits contentedly in a class with others of her own age, having pleasure in the sense of companionship, although she has no share in the lesson. . The sum of her knowledge in regard to church-going is that the preaching of the minister and the teaching in the Sunday-school is to make people good, and her wish to attend seems to proceed entirely from her desire "to do as other girls do."

But, although a knowledge of spiritual things has not been forced upon the attention of this child, and still less has any doctrinal teaching been given her, yet some of her questions and remarks, and the mental attitude which they revealed, have indicated that the time had now arrived when it was not only proper, but even necessary, to give her some suggestions of a life other than that of the physical body.

The name of God was first given her in reply to one of her questions. She had been asking of what materials her clothing and other articles were made, and, when her inquiries extended to "little babies," her teacher told her that "God made them." This suggested to her mind her own

work in clay, and she asked, "how does he make them?" then, making the motions of moulding a clay image, she asked if he made them *so*. She did not ask who or what God is, but simply accepted his existence.

In the summer of 1889, while visiting at the home of her former teacher, Miss Fletcher, a little kitten died. Edith knew of its death, and of its being buried in the ground. It is probable that she thus learned the word "dead;" yet the knowledge does not seem to have made a painful impression, for, later in the summer, while she was at home, she was one day playing with a tiny toad, which finally, from much handling, became so limp and apparently lifeless that she took it to her mother, told her it was dead, and asked her to get another for her to play with. At this time her mother says that Edith appeared to associate the word *dead* with being *put into a hole in the ground*; but she did not think that her little girl had ever thought of it in connection with human beings. Edith asked no questions on the subject, nor did she again refer to it in any way for several months. When, in the Christmas holidays, she was again at home, without any apparent reason she began to seem unhappy. She asked her mother if her brothers and sisters would die and be put into the ground, and repeatedly said that *she did not want to die and be put into the ground*,

and have the snakes eat her.* Her mother tried to relieve her fears by telling her that when she died her heart would stop beating, and then she would not feel anything; but this did not satisfy her. She said she would "ask the man to take the snakes out, first." Her mind kept reverting to this idea of death and burial, and the body becoming food for worms, and after her return to school Miss Markham found this thought was haunting her so persistently that she must give her some pleasant conception of death, instead of seeking to banish it from her mind altogether. Taking the idea so beautifully expressed by Longfellow in "The Reaper and the Flowers," she told Edith that we are the flowers of God, and that, as we gather the flowers of the garden, so God sends his reaper to gather flowers for him, and that when we are plucked by death we go to heaven. Edith read the lesson from her teacher's fingers with the closest attention, and when she reached the word heaven, she pointed upward, seeming instinctively to locate it above us. She appeared to comprehend the analogy at once and without difficulty. The explanation comforted her, and she regained her wonted happiness. She did not again refer to the "ground" or the "snakes."

* Edith has examined both snakes and worms, and knows the difference between them, but she prefers to class both under the name *snake*, and therefore used the word here, although she doubtless had in mind the common earthworm which she has found in flower beds.

She asked no further questions at the time, but she pondered the matter, and it has been a frequently recurring subject of thought and inquiry since then.

In this, as in other things, Edith seems inclined to work out her own problems, rather than to seek ready-made answers from others. Her occasional questions reveal her line of thought, as when she one day asked if there was a ladder up to heaven. She has practical knowledge of a ladder, and is quite fearless in mounting as high as it will carry her.

When Edith entered the school at South Boston, she seemed delighted to meet there the girls whom she had known at the kindergarten, and whose promotion had preceded hers. She remembered and inquired for each one. Soon she missed Lillie, and asked where she was. Now, Lillie had died about a month previously, and the vacancy thus caused, together with the absence of another pupil, had made it possible to receive Edith and her teacher into the girls' department; and, although no suggestion of this had been given to the child, yet, when she was told that Lillie was dead, she looked very thoughtful for a time, then said to her teacher, "that made room for us." This seems to have been her first knowledge of death touching any person whom she had known. Afterward she missed Lizzie, to whom she had become much attached while they were schoolmates at the kin-

dergarten, and when she learned that she, too, was dead, her sympathy went out, at once, to the bereaved parent, and she said, "poor Lizzie's mother!" A little later news came of the death of a relative of her teacher,—a lady whom Edith had known; and this made her very serious, especially when she afterward visited the place where she had met her, and missed her presence. This knowledge of the death of those whom she had known and loved made her grave and thoughtful, but it left no trace of gloom or unhappiness.

Recently Edith was reading of the affection of a lion for a spaniel, which had been put into his cage; and how, after the death of the dog, the lion would not allow his body to be removed, but continued to grieve for the loss of his companion, until one morning he was found dead, with his head resting on the body of his friend. When she had finished reading the story, Edith asked if they would go to heaven. Her teacher replied that she did not know. Then she reflected that she had diverted the thoughts of her pupil from the burial of the body by telling her that when we die God takes us to heaven; but this story might recall the burial of the kitten of which Edith had actual knowledge, and the time must soon come when she would learn that the human body is also laid in the ground at death. Evidently the time was approaching when she must tell her something more; but was Edith ready to apprehend the dis-

tinction between soul and body? Miss Markham felt her way with some doubt. She told her little pupil that her body was the house she lived in; that when she died, her body would be put into the ground, but that *she* — the soul — would go to heaven. Edith seemed to be in deep thought for a few seconds. Presently she said, "then I will have a new body." A moment later she asked, "can I take my playthings with me?" When told that she could not do so, she replied, "when I die I will give all my things to the girls." She apparently thought that when the body was laid aside, the leaving of her possessions naturally followed, and that with the new body she would have new possessions, for she soon added, "I will have new things." Two days afterward she was reading of the birds singing in the branches of the trees, and she asked if her teacher could see them, and then said, "can I see them with my fingers?" Her teacher replied that the trees were too high. "Can I see birds on the trees in heaven? Can I *see* in heaven?" eagerly asked the little girl. Then after a little reflection, she remarked, "people will be very happy there — very good and kind! My father and mother and children will be there, and you will be there. We will be glad to go to heaven. All people will be there." "Do you want to go?" asked her teacher. "Yes!" replied Edith; "I will not be cold in heaven."

She now frequently speaks of dying, and of

what she would like to have done with her playthings and her clothing, — always happily, and always, when asked, saying that she would like to die. Apparently she is able to think of the real *ego* apart from the house in which it lives. It no longer disturbs her to think that her body will be laid in the ground when she dies, for she anticipates "a new body" and "new things" in the heaven, to which she looks forward with the joyous and perfect faith of innocent childhood.

Blind Deaf-mutes in Sweden.

A home school for the education of blind deaf-mutes was opened in 1886, in Skara, Sweden, by Madame Elizabeth Nordin. The following account of her five pupils is translated from a report of her work published in December, 1888: —

December, 1887. — *Emelie Jonsson*, from Drottningholm, was born in 1871. She lost her sight and hearing from scarlet-fever at two or three years of age; she has never spoken, and is totally blind, deaf and dumb. She has been a pupil at the home school for the blind deaf-mutes in Skara for one year. Previous to this she had had private lessons in Skara for four years. She manifests great interest and ability for all kinds of handiwork, has learned to knit, crochet, tie nets, and to perform some kindergarten work with blocks, paper, etc. She has a hard, selfish disposition, and a quick temper, and, at times, she seems insane. So much depends upon her disposition, that she has not made much intellectual progress, for only when she is so inclined will she try to learn. She has been taught a few words with the manual alphabet and by raised letters, has

learned numbers as far as twenty, and can make her own bed and assist in setting the table. It is very difficult to take care of her. She suffers from sleeplessness, and has some chronic stomach trouble, and during its attacks she is almost unmanageable.

DEC. 18, 1888. — During the year she has improved in temper as well as in health, yet her behavior is not what it should be. She still has to be fed; otherwise she would eat too fast, and bring on an attack of her old malady and consequent ill-temper. As she improves, she shows more interest in intellectual instruction. She has this year learned about seventy words, mostly nouns, and some common verbs, such as *stand*, *walk*, *sit*, *lie*, *run*, *jump*, *crochet*, *knit*, *sew*, *shut*, *open*, etc.; and uses her words in simple sentences, such as, "*Emelie walks*," "*John stands*," "*the doll lies*," "*Emelie sits in the chair.*" She has learned to write several words, can count to thirty, and has lately begun to read. Manual occupations interest her very much, and she has made the following articles during the year: in crocheting, two blankets and one neck-tie; sewing, one doll's dress, two pieces of tapestry, etc.

DECEMBER, 1887. — *Kristina Näslund*, from Näsåker, born in 1871, lost her sight, and partly her hearing, at three and a half years old, from scarlet-fever. She has been a pupil for one year. When she entered, she could hear a little and could articulate, but she knew only a few words, and she spoke in a low tone and indistinctly. She had learned at home a few prayers and psalms, but mechanically, for she understood but little of what she read. Through medical treatment, given by Dr. Kjellman, her hearing has improved, so that, by speaking close to the ear, through an ear trumpet, she understands common conversation. Her speech has improved, so that she can talk in an ordinary tone about every-day matters. She cannot catch the sound of consonants, and

some of them she is unable to pronounce. This has prevented her from learning to read. At home she assisted in scrubbing, washing dishes and the like, and her fingers have become stiff and hard. This has made intellectual and practical training difficult. She had never learned any handicraft. She first learned to knit with lead pencils instead of needles. After nine months' teaching, she had progressed, so that she could knit stockings with woollen yarn, without assistance. She has learned to sew, net hammocks, twist cord, etc. She has a good and equable disposition, is diligent and anxious to learn. She helps in making beds, understands setting the table, and assists the more helpless pupils in dressing and undressing. She spells every word which she reads from the manual alphabet, so as to acquire better pronunciation. She has begun to teach her schoolmates to indicate objects by signs with the fingers, and to make them answer her with signs. This teaching has not yet been of much benefit; but, as her schoolmates improve, I look forward with pleasure to the advantages which may be derived from this teaching, especially as it is her own idea, and an entirely voluntary effort. When conversing with people who use oral language, she always articulates, and my fears that the manual alphabet would lessen her desire to talk have been needless. Although her defective hearing has made it very difficult to teach her, I have strongly advocated that all instruction should be given her orally.

Dec. 18, 1888.—Kristina Näslund has, during the year, learned to read fluently both the Braille and the Moon systems; she has read Nos. 1, 2 and 3, of a reading book for the blind; has verbally gone through "Biblical History for Beginners," by Steinmetz; has learned by heart the "Small Catechism," and read the first eight chapters of the gospel of St. Matthew, Moon's system. Her speech, which has somewhat improved, is still very imperfect, and she is not yet prepared for lessons

in grammar. Her sense of hearing is not sufficiently acute to enable her to regulate her own pronunciation. Her reading hitherto has been somewhat mechanical, that her imperfect pronunciation might be corrected as much as possible. Now we are endeavoring to make her understand what she reads. She is very diligent, and takes great interest in her work, and therefore she has made remarkable progress. She can add and subtract numbers between one and twenty, and she knows the value of figures much larger than these.

DECEMBER, 1887. — *Johan Nilsson*, from Anderslöf, Skåne, was born in 1879, and became blind and deaf, at two years old, from brain fever and cataract. He has been a pupil at the home since last May. When he entered he could only wind balls of yarn, but he showed at once a desire and interest to learn. He was first taught to thread large beads with a darning-needle and small ones with a fine needle. He has now learned to knit cord, to weave paper, to crochet, has begun to tie hammocks and to knit. He is remarkably kind, amiable and talented. Before he entered the school he was totally blind, deaf and dumb. On the first day of October an operation was performed on his right eye, for cataract, by Professor Hansen of Copenhagen. On account of a chronic disease at the back of the eye, he will not be able to see much. He does not wear glasses, so it cannot be ascertained how much he will see. Since his return from Copenhagen he has had daily instruction in reading of point writing, in the manual alphabet and in handicraft. He can already distinguish with tolerable accuracy the following words: *clock*, *ice*, *foot*, *hat*, *scissors*, *food*, *mouth*. If one places objects corresponding to these words upon a table, and indicates any one of these words with the manual alphabet, he will instantly point at the article mentioned. He knows numbers as far as five. He understands certain orders

given by signs. For example, he went one day with the matron to the doctor to have a tooth extracted. A few days after he had another loose tooth, and after the lessons I made signs to him, "change your pants, put on your rubbers, and your mittens, go — take out tooth," whereupon he hastened to obey my orders concerning his clothing. The matron went with him to the doctor. When he saw the doctor, he knew him, led him to a chair, sat down, and showed him what the matter was.

Dec. 18, 1888. — In the beginning of the year he began to learn the names of persons around him, also the names of the parts of the human body, of articles of clothing, of objects in the school, the bedrooms, etc. He also learned to execute some easy commands, as, "*shut the door*," "*open the door*," which he eagerly obeyed. At Easter he had learned ninety-six words and some sentences, as, "*John is sitting in the chair;*" "*John is on the sofa;*" "*Aunt Anne stands on the floor;*" "*the book is in the drawer.*" After Easter he began to learn compound words, as "*rocking-chair*," "*door-lock*," etc. At the end of the spring term he knew one hundred and thirty-five words, the value of figures to ten, and he could write all the letters and his own name. When Johan began to receive lessons in writing, Miss Dahlander gave him instruction for two hours per day for three weeks before he tried to form a single letter; but one day, when Miss Dahlander was almost in despair, she spelled with her fingers, "*Johan*," took his hand and wrote the same word, indicating each letter; and, in the same way, the words, "*Aunt Anne.*" Hitherto he had been unable to learn to write, because, not catching the idea, he had taken no interest in learning. Now he comprehended it in a moment, and soon learned to write everything. At the beginning of the autumn term he could write, and express through the manual alphabet about three hundred words. Since that time Madame Nordin has taught him, using "Hagström's Class-book for the Deaf and Dumb," first part (except

what was unsuitable, on account of his double infirmity), and the grammatical forms of words in many of the first reading lessons have been explained. He communicates almost entirely by the manual alphabet, as he has not been taught the language of gestures. He understands and uses long sentences, such as, "*put the books in the drawer;*" "*give me the book and the pen;*" "*may J. drink water?*" "*John has a new coat and new pants;*" "*Aunt Anne is sitting in the chair, and speaks in the speaking-trumpet;*" "*John is nice;*" "*John has new clothes;*" "*John is sitting on the knees of Aunt Elisa;*" "*John's coat is on the hook.*" And he can answer the questions, "what does —— do?" "What is the name of ——?" "Whose?" "What and who is standing and sitting?" "Where?" etc. He has just begun to learn the names of the days; but he already knew the days, and expressed this knowledge every morning by spelling the word which was, for him, the characteristic of the day; for instance, Thursday morning, "*peas and pancake;*" Friday, "*bathe;*" Saturday, "*fish and potatoes;*" Sunday, "*new clothes,*" etc. Now the new words which he learns (excepting those used in his books) are only those which he himself demands; and since spring he has asked the names of all objects, and of everybody whom he meets, so that we have often restrained his questioning, as we feared his memory would be overtaxed. Neither short or long words were difficult for him, and he learned "Landshöfding Sjöcrona" as quickly as any other words. He generally remembers a word which has been twice spelled for him. The usual fault of the deaf-mutes — misplacing the letters — seems as yet quite unknown to him. He has an extraordinary memory, and is very intelligent. Johan works methodically, — it is his characteristic, — but he does not work fast. Being much younger than the other pupils, he grows weary from sitting quietly at work as long as they do, and he is allowed to stop work occasionally, and sit beside Miss Dahlander, playing with her or the doll, or with wooden blocks, etc., or

spending the recess in swinging or in gymnastics. He is an unusually thoughtful child. It is very interesting that we can always read his thoughts, for, unconsciously, I suppose, he expresses them through the manual alphabet. For instance, one day, a short time after the governor had paid a visit to the school, and the boy had learned the word "governor," he spelled, while at work by himself, "*the governor away.*" Once he felt a torn stocking belonging to Miss Dahlander, and he spelled "*hole*," and, as he was then about to begin a pair of new stockings, he spelled "*Aunt Anne*" (i. e., Miss Dahlander), and was afterwards very anxious to try if the stockings were big enough for her. When he tried them, he found them too small for Miss D., and he unravelled them himself, and knit them larger, measuring the size with his hands, and asking how big we thought they ought to be. One morning he went to Miss Dahlander, saying, "*John takes his hat and coat, goes to the wagon, travels to Aunt Dahlander, Göteborg.*"

DECEMBER, 1887. — *Emma Kristina Forsman*, from Sarunda, province of Stockholm, was born in 1871. Her parents are vagrants, and their abode is unknown. Before coming here the girl had been four years in the Sarunda poor-house. The mother had previously had the care of the child, but had ill-treated her, and, while she was very small, had put her on the fire. As a result, she had terrible scars. It is said that she could see, hear and talk until she was five years old, but she can now do neither. When she came she was exceedingly stupid, almost on a level with animals. Has the girl ever seen, heard and spoken? and what can be the cause of her infirmities? Cruelty and neglect, I have been told. Could her scars have been so deep that the spine was affected, and loss of sight and hearing was the result? — for her eyes and ears are normally formed. When she first entered she was bashful, and, if one tried to pet her, she

would crouch, frightened, and try to hide herself, especially her head. She was extremely filthy. She spent her time either in sitting upon her hands, or scratching the paint from the furniture and eating it, chewing her clothes, and other bad habits. After being treated kindly here for five months, she had improved in no other way than that her timidity had disappeared. I now thought it time to discipline her, and break her of her bad habits. The latter part of February she received, for filthiness, her first punishment. The result is that the girl is thoroughly clean and neat. We still tried, in spite of her unwillingness, to make her work, by kindness, but in vain. I had seen the good result of her first punishment, and decided to try it again, to make her more willing to work. She had been daily employed, before and after Christmas, in moving glass balls with her right hand, from one box to another; and, when her arm was held, she would do it, but, if one let go of her arm, she would stop and sit down upon her hands, and all efforts to make her continue were fruitless. I questioned whether it was lack of intelligence in the girl which made our efforts of no avail; but I suspected that it was lack of will, and I began with a new kind of work. I gave her a darning-needle (threaded) in one hand and a big bead in the other, and tried to make her understand that she should put the needle through the bead; but she threw away both bead and needle, and sat down on both hands. I repeated the same thing over and over. My suspicion that she disliked all kinds of work became confirmed. I gave her the needle again in one hand, and held her hand with mine, so that she could not drop the needle of her own will, and gave her the bead in her other hand, trying to show her what to do. To my surprise and joy (for I wanted to find out whether she was lacking in will or in intelligence), she dropped the bead, took the needle from the hand which I

held, and threw it on the table. I was now convinced that she understood, but did not want to do what I commanded, and for that reason I punished her. I immediately tried again with the needle and bead. As soon as I gave her to understand that I should punish her again if she did not obey, and handed her the bead and the needle, she obeyed. When I petted her, to assure her that she had done as I wished, she hugged me, and was not frightened on account of the punishment. She has since continued to improve, though very slowly. She can now, without assistance, move marbles and blocks, string beads, wind yarn, undress herself, walk about the room, sit down in a chair, etc. I believe that she is far from being such an idiot as she at first appeared, but that she became stupid through isolation and neglect.

Dec. 18, 1888. — During this year she has undergone a remarkable change, and her intellect has become awakened. Her whole appearance and conduct are now more conscious and full of life. In the beginning she was feeble, and indifferent to everything. She gradually became disobedient, and now she seems interested in learning, although her knowledge is of the most primitive kind. Last summer, if she were going to tie her own shoes, she required two hours for doing it; now she can do it in half an hour. She has also learned to wind and to hold yarn, move the figures on the geometrical table, string beads, build with blocks, walk without help, bow, climb up and down on chairs and tables, undress, fold and hang up her clothes, put away her work, etc. We are now trying to teach her some words by the manual alphabet, and to count, but thus far without success. But, as we had to repeat all of the first words many thousand times for Johan, who is so keen and so intelligent, we can not expect very much of Emma at first.

DECEMBER, 1887. — *Hulda Jonsson Mo*, from Mogata, province of Jönköping, born in 1875, blind, deaf and dumb from birth, had been in the Eugenia Home about three years. About a year and a half before she entered I made a visit to the Eugenia Home, and saw the girl for the first time, sitting in bed, half dressed. They had never dressed her, or tried to make her walk, because they claimed that she had an affection of the brain, which made it impossible for her to walk. At my next visit, six months later, she was dressed, and had begun to walk with a chair. She is unusually short and stout, with very small hands and feet. When she first entered she walked with difficulty when supported under both arms, but now she walks quite firmly when led by one hand, and can stand alone when she has something in her hand, but is afraid to stand without support. She is very peculiar, and, on account of the disagreeable sounds she utters, her presence is very tiresome. She is seldom quiet. She appears insane rather than idiotic, is very excitable and passionate, and sometimes becomes furious for the slightest cause. Then the veins swell and her face becomes very red, and she seems entirely destitute of reason. On these occasions she is given a blow on her arm (never upon her head), and a glass of water to drink. She then becomes more quiet, and begins to cry. The causes for these outbursts are such as being left alone, smelling food before she can eat it, or the taking away of some plaything; but they do not come often. She suffers periodically from fits, but they have decreased in violence and in frequency since she left the Eugenia Home, where they lasted for several days. Here they pass away in half an hour; she falls asleep, and recovers the same day. The girl has been employed moving marbles and blocks, but some one has to assist her; and, while she is so disobedient, there is little hope that she will be capable of receiving

instruction. She is less developed than any of the other pupils. She is much neater than when she came here. She has given many indications of intelligence. If, for example, she throws away a plaything, she moves her chair and stoops to find what she has lost. She has so far improved that she will sit in a chair, move it around, and lately she has begun to walk, supporting herself by the walls or furniture, and taking hold of persons within her reach.

Dec. 18, 1888. — Hulda Jonsson Mo left the "Home" the 8th day of July last. She had, it is true, during the time she had been here, seemingly acquired physical development, had learned to walk better and to be perfectly neat. It was impossible to teach her even to move marbles from one box to another. Moreover, she was very troublesome, and, as this home is an institution to prove the possibility of imparting knowledge to those who cannot hear, see or speak, she was discharged because it was impossible to give her any instruction at all. If she had been kept here, it would have taken too much time from the rest of the pupils. She returned to the Eugenia Home, where she had previously lived.

The Brain of Laura Bridgman.

The "American Journal of Psychology," for September, 1890, contains a paper entitled, "Anatomical observations on the brain and several sense-organs of the blind deaf-mute, Laura Dewey Bridgman, by Henry H. Donaldson, Ph.D." In the following abstract, which the author of the essay has kindly prepared for this report, the results of these observations (so far as they have been published) are briefly summarized: —

The examination of Laura Bridgman's brain was undertaken to discover what anomalies it might possess, and, if any were found, to determine whether her peculiar mental existence, which was the result of her defective sense-organs, had left any trace on her brain, or whether the anomalies observed were sufficiently explained, when considered as the result of the initial defect alone.

The brain was estimated to weigh, without the *pia mater*, 1,204 grms. The *pia mater* had an estimated weight of 31.4 grms. The sum of these, 1,235.4 grms., does not differ materially from the best averages, which give a weight of about 1,245 grms. for the normal female brain, with *pia mater*.

The relation of the weight of the cerebellum to the rest of the encephalon was in accordance with what is usually found. As Laura was, to all intents and purposes, a normal child up to the time of her important illness, — at the age of two years, — and as the brain at that age differs outwardly from the brain of an adult in being merely smaller, and having simpler sulci and gyri, the chief effects of the loss of the several sense-organs might be expected to show themselves in a general simplicity; also, at special points, in a local lack of development, due to arrest of growth. The general simplicity is exhibited in several ways, as is also the local failure to develop. Examination of the gyri and sulci of the hemi-

spheres showed some peculiarities in the third frontal gyrus, on the left side, — the centre for articulate speech, — and in the *cunei*, especially that of the right side, — the centres for vision. The *insula*, or island, was much more exposed on the left side, indicating a failure of the third frontal gyrus and the parts associated with it to develop fully. The smaller disturbance in the left *cuneus* was associated with the fact that light sensations persisted for some time longer in the right eye than in the left. Nothing of importance was determined for the centres of smell, hearing or taste.

Following a well-known suggestion that the extent of the superficial gray matter of the hemispheres — the cerebral cortex — bore some relation to the development of the intelligence, the area of the cortex was carefully measured. The left hemisphere was found to have a slightly greater area than the right; but the total area of both hemispheres showed no variations which, on comparison with other brains, could be made a basis for inferring any abnormality. The regions where the configuration of the surface was suspicious were also found to have the area of the cortex relatively small, thus confirming the conclusions reached before the measurements were made.

The following tables present, in detail, the measurements mentioned: —

Table I.

Total Surface.

Weight of Fresh Encephalon.	Left.	Right.	Sum.
1,204 grm. Laura, ...	101,256 sq. mm.	98,946.5 sq. mm.	200,202.5 sq. mm.
1,304 grm. Woman, . . .	102,742 sq. mm.	102,373.0 sq. mm.	205,115.0 sq. mm.
1,065 grm. Rockel (female insane),	74,615 sq. mm.	74,523.0 sq. mm.	149,138.0 sq. mm.
1,236 grm.			245,260.0 sq. mm.
1,151 grm. Brachycephalic females.	-	-	195,684.0 sq. mm.
1,056 grm.			194,160.0 sq. mm.

Table II.

Insula. (*Corrected.*)

	Left.	Right.
Greatest length, ...	55.0 mm.	66.0 mm.
Greatest width, ...	30.0 mm.	33.0 mm.
Convex surface, ...	1,488.0 sq. mm.	1,625.5 sq. mm.
Sunken surface, ...	363.0 sq. mm.	548.0 sq. mm.
Total length of sulci, ...	88.0 mm.	83.0 mm.
Average depth of sulci, ...	2.0 mm.	3.3 mm.

Table III.

Frontal Lobe. (*Corrected.*)

	Left.	Right.
Total exposed surface, ...	11,320.0 sq. mm.	12,326.0 sq. mm.
Limiting sunken surface, ...	5,920.4 sq. mm.	5,020.2 sq. mm.
Included sunken surface, ...	15,818.4 sq. mm.	17,994.0 sq. mm.
Length of limiting sulci, ...	449.0 mm.	411.0 mm.
Length of included sulci, ...	1,051.0 mm.	1,117.0 mm.
Average depth of limiting sulci, . . .	13.0 mm.	12.1 mm.
Average depth of included sulci, . . .	7.4 mm.	8.0 mm.

TABLE IV.

Occipital Lobe. (*Corrected.*)

	Left.	Right.
Total exposed surface,	1,660.5 sq. mm.	1,302.0 sq. mm.
Exposed surface of cuneus,	608.0 sq. mm.	412.0 sq. mm.
Limiting sunken surface,	1,957.2 sq. mm.	1,847.7 sq. mm.
Included sunken surface,	928.0 sq. mm.	1,856.0 sq. mm.
Length of limiting sulci,	133.0 mm.	137.0 mm.
Length of included sulci,	108.0 mm.	116.0 mm.
Average depth of limiting sulci,	14.6 mm.	13.4 mm.
Average depth of included sulci,	4.2 mm.	5.7 mm.

	Left.	Right.
Exposed surface, cuneus,	608 sq. mm.	412 sq. mm.
Sunken surface, cuneus,	376 sq. mm.	428 sq. mm.
Total surface, cuneus,	984 sq. mm.	840 sq. mm.

The much more difficult examination of the brain and some of the sense-organs by histological methods is now in progress, and the general conclusions must await the completion of those observations.

HELEN KELLER.

"She is a form of life and light,
That, seen, becomes a part of sight."

BYRON.

The case of this remarkable child continues to be as marvellous as ever. Since the publication, in the fifty-seventh annual report of the institution, of our last account of her achievements, her progress in a physical, intellectual and moral point of

view has been astonishing. Her growth in stature has been unusually great, and she is now five feet one inch and a half tall, and weighs one hundred and one and one-half pounds. Her mind has also developed and matured with unparalleled rapidity. She reads with great ease and fluency and with perfect understanding any book in raised print that she happens to lay her hands on, and her success in the acquisition of language and the accumulation of knowledge of various kinds is truly phenomenal. She certainly is a child of genius. Her literary compositions teem with fine thoughts and noble sentiments, and are models of simplicity of style, of grammatical accuracy and of purity of diction. But, after all, she is herself, in her inner nature, her modesty, her sweetness and her affectionate warmth of heart, more wonderful by far than her writings, extraordinary as these are. She is the centre of attraction wherever she goes. She takes every one by surprise with her uncommon and unconscious powers of fascination. Her manners have the most charming admixture of grace and gentleness with spirit and vivacity, and her cordiality and courtesy would win any heart. Her love of nature and of books, her sympathetic tenderness for all living creatures, her devotion to her friends, and her implicit faith in the goodness and kindness of all human beings, are not only undiminished but stronger than ever.

Accompanied by Miss Anna M. Sullivan, who

is still her special teacher and companion, Helen was welcomed to this institution in October, 1889, and has been ever since a member of our household. During the latter part of the past school year she accomplished a most extraordinary feat in learning to express her own thoughts and ideas in clear, articulate speech, and to read or understand the words of others, when they talk slowly and distinctly, by placing her fingers on their lips.

A full account of what Helen has accomplished during the past two years, and of all important facts and incidents connected with her education, is now in the course of preparation; but want of time and space renders it necessary for me to defer its publication, and issue it in a separate pamphlet or supplementary report.

The Library and its Beneficence.

> "Knowing I lov'd my books, he furnished me,
> From mine own library, with volumes that
> I prize above my dukedom."
>
> Shakespeare.

To the blind man, who is a lover of books, a choice library affords as great enjoyment as it does to his seeing brother. It is a source of independent pleasure and lasting profit; it is an untold joy and an incalculable solace. To obtain this invaluable treasure for the blind was one of the noble tasks to which Dr. Howe devoted himself with untiring zeal. His success in raising funds

for the purpose enabled him to print some fifty volumes, and thus he laid the foundation of our present well-filled library. After his death the work was carried persistently forward, until, in 1882, an endowment fund of one hundred thousand dollars was secured. It is greatly to the credit of the people of Massachusetts in general and of the benevolent citizens of Boston in particular, through whom chiefly this library for the blind has been grandly endowed, that it is already the largest and best equipped of its kind in this country, if not in the world. In addition to its educational work in the school, it affords intellectual light and comfort to all the blind of New England, free of charge. Notwithstanding the fact that complete sets of our books have been placed in the public libraries of Worcester, Fitchburg, Providence, Newport, Hartford and New Haven, nearly four hundred volumes from our own shelves have been circulated during the year ending September 30.

Letters are frequently received from, and facts given by, our ever-increasing number of readers, testifying to their grateful appreciation of the books, and giving valuable proof of the possibility of acquiring the art of reading with the fingers, even after a person has reached mature age. One blind lady over fifty years of age and another of seventy-five have both lately achieved success. The case of a deaf and blind soldier, Henry G.

Stephens, who lives in Stratford, Conn., is one of the most interesting and most remarkable on record, and permission has been obtained to print the following extracts from several letters, which give an account of his progress in learning to read: —

STRATFORD, May 26, 1890.

I depend, for nearly all the pleasure and amusement I have, upon the books you send me, without which my life would become a burden.

For twenty-eight long and weary years I have been totally deaf and totally blind in one eye. I have been partially blind in the other for five years. I have been gradually losing the sight of that eye, until, at the present time, I have little knowledge of my surroundings. My condition is one of dependence and isolation. . . .

I have recently been examined by leading oculists. The eye in which a little sight remains has three diseases, the seat of one of which is back of, or behind, the eye, where it cannot be reached in order to be operated upon, so nothing whatever can be done for me. . . . And at no distant day I shall be totally blind, — but it's all right. . . .

I was fifty-one years and one month old when I began to learn to read embossed print. And now, after two years and three months, by the exercise of patience and perseverance, I am become a good reader, a *very* good reader indeed. It was downright hard work to learn, though. All the help I had while learning had to be spelled out on the palm of my left hand by my wife and son. Think of it! I now read easily, and seldom have to call for help. I can read words of one, two and three syllables without spelling them, but am a little slow in making out long words and names of persons and places.

The following extract is from Mrs. Stephens' letter, of the same date: —

With my husband, I must regard as personal friends those who are contributing so much toward making his life not only tolerable but enjoyable. . . .

From two to three years previous to commencing it, he had been unable to read by any means. He was unemployed. Only those could talk to him who could use the fingers. His life was aimless, with only a dark prospect in the future. He simply *endured* life, and spent his time in stripping up paper and tying it full of knots, "just to keep his hands in motion."

His condition was pitiable, and, if we had been less ignorant of all matters concerning the blind, he might have been saved those miserable years. But with such an experience, and the possibility of having sensible employment and also occupation for the mind, it is hardly surprising that, with an energy and push which is characteristic of him, he toiled early and late. Though sometimes he retired utterly discouraged, the morning found him with his "Primer" again, and now he is enjoying the result of his efforts. Now, having learned the touch alphabet, which was not an easy thing to do, and having his typewriter, he is not so wholly isolated from everything which could give either pleasure or profit, and life has something yet to be enjoyed.

The following extracts are copied from three different letters of Mr. Stephens: —

JUNE 11, 1890. Not infrequently during the last few months, I have said to myself and others, "I am almost as blind as I am deaf. I have lived long enough." When I consider that few have to endure the double deprivation of sight and hearing, and that I myself am one of the few, it does seem to me that I am very, very much afflicted. . . . But, if I am of service to your institution, I have not lived long enough. If one or more

of your pupils can be persuaded to really learn to read because I did, I shall be exceedingly rejoiced to know it. But, lest some of them may say and think that the principal reason why I was successful in learning to read, is that I am a little man with small fingers, I will inform you that the contrary is the fact.

I am a large, fleshy man. I weigh one hundred and eighty-five pounds, and my hands and fingers are large. . . . I know by experience that it is hard work for a grown person to learn to read embossed print, but from the very beginning I found it a fascinating study. . . .

Mr. Morrison Heady [who is deaf and blind] and I are regular correspondents. His letters are a great comfort to me. . . . Mr. Heady can read a page of embossed print in five minutes. I can now read a page in eight minutes, or sixteen in two hours. . . .

Since my last writing I have spent so much time on the fifth volume of "David Copperfield" that I finished it yesterday. . . . The work is splendidly printed, and it has been of immense value to me in learning to read fast and well.

SEPT. 23, 1890. Practice makes perfect. I am improving wonderfully. I went through the books you sent with astonishing rapidity. Indeed, I am looking forward to a time when, with the blessing of God upon my efforts, I will become an expert reader of line print. . . . I think your improved print is just splendid.

OCTOBER 22. I experience not the slightest difficulty in reading "Old Curiosity Shop." Indeed, I read it as quickly and as easily as I did "David Copperfield." The rapidity with which I am going through the work is truly a wonder to myself and to all beholders. I am sometimes overjoyed at my success, and not infrequently I stop reading to give utterance to expressions of pure delight. And, now that I have had considerable experience in reading both the old and the improved embossed print, I must say that I prefer the improved, simply because it has capital letters, which I love to feel with my fingers.

From a letter of Mr. Morrison Heady of Kentucky to Mr. Stephens, dated Oct. 17, 1890, we quote as follows: —

Within the short time you have been a blind reader you have read more books than many persons in twenty years, even where they had the ability and opportunity of doing so. I feel that your example will henceforth be regarded as a most remarkable evidence of what a blind man may accomplish when he sets himself earnestly about the task, which you have so completely surmounted. Such assurance should and doubtless does console you not a little for your great deprivation, especially as you are already so accustomed to looking for good to grow out of evil and to make the best of such blessings as are still within your reach. He who does little, yet does his best, does better than he who does much, yet might have done much more.

These extracts speak for themselves. They need no comment. They tell a most remarkable and touching story. They show what real earnestness and unflinching perseverance can accomplish, even under the most distressing and apparently hopeless circumstances. They also emphasize the fact, that our library is a source of comfort and happiness and a store-house of knowledge and intellectual light to all sightless readers, many of whom are eager to profit by its rich treasures of choice literature reproduced in embossed print. In the case of Mr. Stephens, it has been more than this. It has served as a potent agency and powerful stimulus in helping him to break the thick walls of the double dungeon of darkness and stillness in

which he was imprisoned, and to become free once more. He is now in constant communion with the world of thought and ideas by means of the tips of his fingers, and one may fancy him exclaiming, in the words of Mrs. Hale: —

> "A blessing on the printer's art!
> Books are the mentors of the heart.
> The burning soul, the burdened mind,
> In books alone companions find."

When the suggestion was made to Mr. Stephens that he should try to learn to read by touch, it was peculiarly fortunate for him that he acted upon it promptly, and resolved to go to work at once, without asking the opinion or advice of some one of those sightless adults, who have their favorite hobbies to ride, and perceive no good whatever outside of them. They might have told him, that his efforts would prove futile, and might have urged him not to waste his time and strength in useless experiments. People of this kind have never attempted seriously and persistently to accomplish anything themselves, and, as a consequence, they are prone to preach a gospel of despair and discouragement to all others. Like some of the narrow-minded critics of music, who, by constantly striving to pick out flaws in the tones of the minor instruments of an orchestra, render themselves unfit to comprehend the grandeur of its performances and appreciate their æsthetic beauties, so blind persons of this descrip-

tion expend their ingenuity in finding fault
the details of a beneficent enterprise, and are
able to estimate the value of its general res
The experience of Mr. Stephens is altoge
different. He has triumphed over appalling
culties, and set a noble and hopeful example to
persons who lose their sense of sight in the
ridian of their lives, and who wish to learn to
embossed books. To him, then, let them go
light and advice, and not to habitual censors
unreasonable bigots, who do not hesitate to un
mine or prevent the success of any undertak
which does not accord strictly with their view

Among the gifts to the library, which have b
received during the year, is that of Miss Alc
charming story of "Little Women," printed
three volumes, at the expense of Mrs. M.
Manning of Brooklyn, N. Y. The book is giv
constant delight to numerous young readers, wh
fingers glide rapidly through it "because it i
very interesting," and many are the grat
responses to the "tender and loving greeting
the kind and generous donor.

The Sloyd System.

"Mighty things from small beginnings grow."

Dryd

As has been repeatedly stated in previous repo
a part of each day is devoted by the pupils to m
ual labor. Both boys and girls repair regularl

fixed hours to their work-rooms, where they are taught the rudiments of various handicrafts and the manipulation of material of different kinds. This training, besides giving to the blind elasticity and dexterity in the use of their fingers, is extremely advantageous and helpful to them in numerous other ways, and its value as one of the chief factors in their education cannot be overestimated.

For some time past, however, the circle of the industrial occupations suitable and profitable for the blind to pursue has been steadily contracting, and, owing to the constant invention and continually increasing employment of machinery in the manufacture of almost everything, it is becoming smaller from year to year. It is evident that in the exercise of mechanic arts we are losing ground. In order to stem this tide, and at the same time to infuse fresh vigor and energy into our department for manual training, we have been for some time on the lookout for new and improved methods. Hence we have examined carefully and with due deliberation all new plans brought to our notice, eager to ascertain both their merits and their defects, and to choose the best among them. Of these, the most promising seems to be the Sloyd system, which, bodying forth as it does Froebel's ideas, is destined to serve as a link between the kindergarten and the

higher grades of schools, and supply the latter with a most vital element.

This scheme aims to create in the pupils a lively interest in the mechanic arts, and to bring out their natural abiltiy and latent strength, to promote general dexterity, to nurture the sense of order and love of exactness, to encourage cleanliness and neatness, to cultivate the æsthetic sense, to develop and strengthen the body, to counteract the bad effects of sedentary occupations, to provide for a methodical progression, and to train the perception and unfold the inventive and constructive faculties.

The great success, with which the Sloyd system has met not only in Sweden, where it originated, but in most of the European countries, is a sufficient guarantee of its value, and we have decided to introduce it into our school and give it a fair trial.

Thanks to the benevolence and unfailing generosity of Mrs. Quincy A. Shaw, Mr. Gustaf Larsson, principal of her Sloyd school at No. 10 Warrenton street, was permitted to lend us a helping hand and to exercise general supervision over our work. Accordingly, through his kindness the services of an experienced teacher, Mr. J. H. Trybom, have been engaged, the necessary benches and tools have been procured, a series of exercises has been prepared, and operations have fairly begun with four classes.

True, our experiment is being tried on a very small scale. But, remembering that the most stately oaks grow from tiny acorns, we cherish the most hopeful anticipations of its success.

All which is respectfully submitted by

M. ANAGNOS.

LIST OF PUPILS.

Aldrich, Myrtle A.
Bannon, Alice M.
Bird, Ellen E.
Boyle, Matilda J.
Brecker, Virginia R.
Brodie, Mary.
Bryant, Almira V.
Carr, Emma L.
Case, Laura B.
Caulfield, Elizabeth E.
Chisholm, Elizabeth F.
Clark, Mary Eva.
DeLong, Mabel.
Duggan, Katie J.
Ellingwood, Mary Etta.
Emory, Gertrude E.
Eylward, Josephine.
Fogarty, Margaret M.
Foss, Jennie.
French, Mary E.
French, Mattie E.
Hancock, Mary E.
Higgins, Mary L.
Hoisington, Mary H.
Howard, Lily B.
Jackson, Fanny E.
Joslyn, Edna A.
Keller, Helen A.
Keyes, Theresa J.
Lord, Amadée.
Maloney, Margaret.
McCarthy, Margaret E.
Meleady, Mary E.
Morse, Maria T.
Murgatroyd, Jane.
Murphy, Maria J.
Murtha, Mary Ann.
Neff, Calla A.
Nickles, Harriet E.
Noble, Annie K.
Norris, Harriet E.
Ousley, Emma.
Park, Mary S.
Ramsdell, Harriet M.
Reed, Nellie Edna.
Rich, Lottie B.
Risser, Mary A.
Rock, Ellen L.
Roeske, Julia M. B.
Russell, Lillian M.
Snow, Alberta M.
Standing, Cora B.
Thomas, Edith M.
Tierney, Mary E.
Tisdale, Mattie J.
Tomlinson, Sarah E.

Walcott, Etta R.
Warrener, Louisa.
Welfoot, Florence E.
West, Rose A.
Wilbur, Carrie M.
Andrews, Wallace E.
Baker, Frank G.
Beckman, J. Arthur.
Bigelow, Edward D.
Blackman, John Victor.
Bond, William H.
Brown, George W.
Burke, Thomas H.
Burnham, John.
Byron, Roger.
Campbell, John R.
Campbell, Joseph G.
Cavanagh, Thomas.
Clare, John J.
Clark, Frank A.
Clark, J. Everett.
Coffey, James.
Corliss, Albert F.
Davis, James S.
Dayton, Reuben G.
Dutra, Joseph J.
Ellis, William C.
Farrell, John.
Forrester, Charles.
Girard, Raoul G.
Goddard, Clarence E.
Harmon, Everett M.
Hawkes, Clarence E.
Higgins, Thomas C.
Hodgdon, George W.
Hodsdon, Harry B.
Hogan, George H.
Holmes, Charles W.
Jackson, Clarence A.
Jenney, William S.
Jennings, Harry M.
Kenyon, Harry C.
Knapman, Burdett.
Lamar, Charles.
Lentz, Theodore C.
Lynch, William.
Madsen, John.
Mannix, Lawrence P.
McSherry, James B.
Meagher, William H.
Messer, William.
Miles, Henry R. W.
Minor, John F.
Morrison, John F.
Mozealous, Harry E.
Muldoon, Frederick J.
Newton, Wesley E.
O'Brien, Francis J. L.
Oliver, John H.
Pickering, Jesse E.
Putnam, Herbert A.
Ramsdell, Waldo E.
Rasmussen, Peter A.
Reilly, Patrick.
Reynolds, Henry L.
Rich, Henry F.
Riley, Edward.
Robair, Charles.
Rochford, Thomas.
Sabins, Weston G.

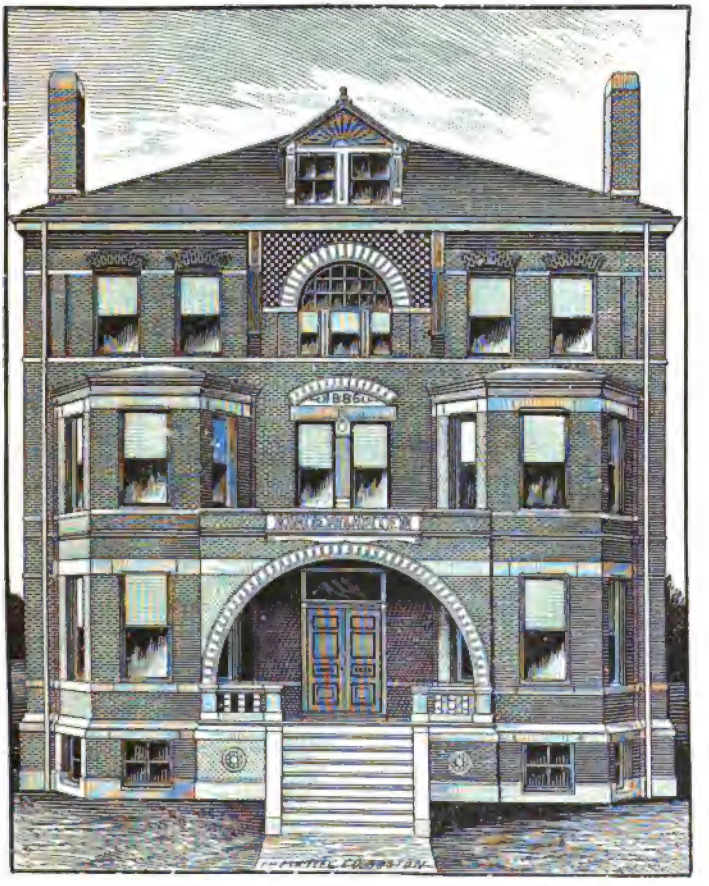
Sherman, Frank C.
Stoddard, John L.
Sullivan, Michael.
Thorpe, Azariah F.
Trainer, Peter.
Trask, Willis E.
Trim, Bertie F.
Walsh, Joseph.
Warburton, John H.
Washington, George.
Weaver, Frank V.
Wilkins, James A.

FOURTH ANNUAL REPORT

OF

THE KINDERGARTEN FOR THE BLIND,

SEPTEMBER 30, 1890.



BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1891.

Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.

OFFICERS OF THE CORPORATION.

1890-91.

SAMUEL ELIOT, LL.D., *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

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THOMAS F. TEMPLE.
S. LOTHROP THORNDIKE.
GEORGE W. WALES.

VISITING COMMITTEE.

[At a meeting of the board of trustees, held July 2, 1887, the following vote was passed unanimously: —

Voted, That the board of trustees appoint a visiting committee on the kindergarten, consisting of twelve ladies, who shall visit the kindergarten and consult with the matron on its domestic affairs, and extend towards the children such kind notice and advice as they may deem proper.]

Mrs. ELIZABETH C. AGASSIZ.
Miss ELIZABETH L. ANDREW.
Mrs. WILLIAM APPLETON.
Mrs. MAUD HOWE ELLIOTT.
Miss CLARA T. ENDICOTT.
Miss ESTHER FISKE.
Mrs. JOHN L. GARDNER.
Miss OLGA GARDNER.
Mrs. THOMAS MACK.
Miss LAURA NORCROSS.
Miss EDITH ROTCH.
Miss ANNIE C. WARREN.

OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

M. ANAGNOS.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

Miss ISABEL GREELEY, *Matron.*
Miss NETTIE B. VOSE, *Assistant.*
Miss FANNY L. JOHNSON, *Kindergartner.*
Mrs. SARAH J. DAVIDSON, *Kindergartner.*
Miss CORNELIA C. ROESKE, *Music Teacher.*
Miss EFFIE J. THAYER, *Special Teacher to* WILLIE ELIZABETH ROBIN.

ESTABLISHMENT OF THE KINDERGARTEN.

On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act was passed by the Legislature, March 15, 1887: —

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

AN ACT

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:—

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

HOUSE OF REPRESENTATIVES, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker.*

IN SENATE, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President.*

MARCH 15, 1887.

Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,

Secretary of the Commonwealth.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

TO THE MEMBERS OF THE CORPORATION:

Gentlemen and Ladies: — We have the honor to present to you the fourth annual report of the Kindergarten for the Blind for the year ending Sept. 30, 1890.

There is nothing to be abated from the highly favorable and encouraging report of progress in this interesting and beneficent institution, which was presented to you a year ago. On the contrary, the good work has been steadily progressing. The kindergarten is a primary school for blind children, taken at a tender age, where the education is conducted on the approved, the common-sense principles and methods of Froebel. The innocent wants and instincts of the child, its better nature, are encouraged and drawn out. An atmosphere of love pervades the school, the playground, the whole life. The innate individ-

uality of each little pupil is carefully watched, protected, guided lovingly and wisely in its God-given path, the path alike of freedom and of rule. No one can watch the cheerful, busy scenes for an hour or two in that little nursery at Jamaica Plain, — the facility with which the tiny fingers traverse the raised type and the lips read out the sentences; the alacrity and promptness and intelligence with which the questions of the teacher are answered; the sweetness and delight with which they sing together little songs by rote; the accurate, quick ear with which many of them tell any note struck on the piano, and even analyze chords and discords composed of several notes; the unity and charm of their gymnastic and their chorographic movements; their affectionate, harmonious relations with each other and with their matron and their teachers; in short, the happiness, the intelligence, good order, the delight in learning and obeying, the joy in each day's discovery and realizing sense of their young faculties, physical, mental, moral, social, — no one can witness it and fail to be astonished, even after many visits. Not a few would like to have that scene, that atmosphere, surround them always. Who would not be too glad to go back and begin anew his own life in a school like this! Who, witnessing such fair development, does not shudder to think what might have been the fate of

these young natures, left to the chances, the examples, the temptations, the uncanny provocations of the poor, unclean, ignorant conditions and environment from which most of them were rescued and taken to a paradise like this!

The kindergarten during the year has been under the general supervision of the acting director of the Perkins Institution, Mr. Bennett, who has so faithfully and ably filled the place of Mr. Anagnos during his absence in pursuit of health abroad. The same energetic, wise, devoted, genial matron, Miss Isabel Greeley, still presides over the household, much beloved by all the inmates, with Miss Nettie B. Vose for her assistant; while the immediate instruction has been carried on acceptably, with excellent results, by those two well-informed, experienced *kindergartners*, Miss Fanny L. Johnson and Mrs. Sarah J. Davidson, with an admirable music teacher in Miss Cornelia C. Roeske, a graduate of our school.

Edith Thomas, blind, deaf and dumb, who, like Helen Keller, has evinced a very teachable nature, developing in a most gratifying way, a pupil at the kindergarten until, having passed the age of nine, she was transferred (promoted) to the parent institution at South Boston, has had for her special teacher, Miss Harriet M. Markham, and the remarkable progress which the gifted child

has made is exceedingly creditable to that young lady.

During the year the kindergarten has received legacies to the amount of $20,000. Of this sum, $10,000 came from the estate of Ellen M. Gifford, through the generosity of Mrs. George W. Wales, who had the power of appointing the beneficiary, and $5,000 from the same estate, through the kindness of Rev. George E. Ellis, D.D. But the kindergarten still needs funds. The annual income of the "hundred thousand dollars" fund, so happily completed, together with the occasional contributions and the annual subscriptions through the ladies' auxiliary aid society, are only sufficient to meet the running expenses of the school. The single building has been nearly always full, sometimes to overflowing. This pressure was for the time relieved by the removal (or "promotion"), during the spring and summer, of nineteen of the children to South Boston; and in many instances these removals are thought by Mr. Anagnos to have been premature. Now, at the opening of a new school year, the applications for admission are so numerous as to indicate the probability that the demand for an additional building will soon become a matter of urgency.

The enterprise cannot afford to halt too long at half-way up the hill of full and assured success.

The present building, it will be remembered,

was erected only as the first of three or four contemplated in the plan, and for which places are provided in the laying out of the domain.

All which is respectfully submitted by

FRANCIS BROOKS,
JOHN S. DWIGHT,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,
Trustees.

KINDERGARTEN FOR THE BLIND.

FOURTH ANNUAL REPORT OF THE DIRECTOR.

"Souls are built as temples are —
Every little helps the much;
Every careful, careless touch
Adds a charm or leaves a scar."

SUSAN COOLIDGE.

TO THE BOARD OF TRUSTEES.

Gentlemen: — I beg leave to submit to your consideration the fourth annual report of the Kindergarten for the Blind.

At the close of another chapter in the history of this interesting institution, it is meet that we should take a broad outlook, reviewing the past, examining carefully the present and peering into the future. It is not only proper and desirable, but necessary, that we should make a general survey and patient scrutiny, and even consult the omens and the signs, in order that we may know somewhat of the things that were, that are and shall be.

With the officers, the teachers and the children of the kindergarten, the past year has been one of

faithful service and successful achievement. Notwithstanding certain unfortunate occurrences, and untoward events, it yielded many most interesting and hopeful results.

The contrast between the small beginnings of the infant school and its present condition bears impressive testimony to its importance as one of the best agencies in the education of the blind, and furnishes inspiration to its friends and promoters to continue pressing forward towards a higher mark.

> "A graft of so small growth, so much good fruit to bring,
> Is seldom heard or never seen; it is so rare a thing."

For full information relating to the number of the children, and the modes of their training and the requirements of their education, I refer you to the report of the matron, which is hereto appended.

The Success of the Kindergarten.

> "Thus far our future keeps an onward course,
> And we are grac'd with wreaths of victory."
>
> Shakespeare.

Of all the good works going on among all civilized nations to improve the physical and intellectual condition of the blind, and to ameliorate their moral and social status, there is none that is having a wider and more salutary influence than the kindergarten. Its beneficence is far-reaching, and

its results stand before me like a gracious beam of sweetness and light, which cannot but inspire —

"My tongue to sing, my hand to touch the lyre."

Nearly three-score of little sightless boys and girls have thus far been gathered from various parts of New England, under the genial and vivifying influences of the infant school, and supplied with the precious boon of parental care and mental and moral cultivation. Many of the tiny victims of affliction were rescued from the direst dangers, to which their antecedents and environment exposed them at the spring time of their lives; while not a few were saved from the bitter consequences of inertia and the baneful effects of unwise indulgence. All of them have received a lasting benefit from the advantages afforded by the kindergarten, and have improved in more ways than one.

The present number of little scholars in attendance at the kindergarten is 25. These, like those that preceded them, are favored with the blessings of a happy home and live in an atmosphere of kindness and sympathy, of sunshine and activity. At the time of their admission the marks of neglect or the results of unwise and unsuitable treatment are too often visible in their mien and gait, as well as in their manners and morals. They look enervated, pale-cheeked, weak in body and spirit; they appear uncertain in their movements, averse to

activity, and inclined to sluggishness and indolence. After a few months' residence at the kindergarten all this is changed, and the awakened intellect begins to gleam from their rounded and smiling faces. Surrounded with things that are pure and lovely and peaceful and helpful and refining and of good report, they are brought up under such propitious conditions as are very essential to the development of character and to a thorough preparation for the struggles of later life. Thus undesirable tendencies and evil inclinations are nipped in the bud and vanish, and the seeds of good habits and of sound principles are planted in their stead and fostered by every possible means, so that they may grow and blossom.

"The morn begins
Her rosy progress smiling."

As the history of the world in general never was made in the universities and factories, but in the nursery, so that of the blind in particular is to be made not in large schools and mammoth workshops, but in the kindergarten. Here is a storehouse of wholesome and beautiful influences, a veritable source of good breeding and blissfulness. Here is a treasury of potent instruments for forming character. Here are afforded rare opportunities for merry out-door sports and varied exercise, while within the building are unrivalled facilities for domestic comfort and harmonious culture.

It is truly pleasant and delightfully inspiring to watch the children, both on the playground and in their charming school-rooms, and to see them either breathe the fresh air and bask in the sunshine, or romp freely and frolic gayly; chase and overtake or tumble each other about, forgetful of their infirmity; ride confidently on their tiny velocipedes, or eat plentifully of wholesome and nutritious food. They perform their daily tasks readily, have regular hours for recreation and employment, and are tenderly cared for and systematically trained according to the best and most efficacious and approved methods of our times, which are chiefly found in Froebel's marvellous and philosophic plan of rational education. The gifts and occupations therein included, the songs and games thereby prescribed, and the plays and gymnastic exercises therewith connected, all tend to invigorate the body and sharpen the senses of the pupils; to nurture their faculties of perception and stimulate those of observation; to quicken their mental powers and promote thought; to rouse their curiosity and sustain their efforts at invention; to cultivate their imagination and refine their taste; to encourage reproductive energy and develop self-activity; to extinguish in their hearts every spark of meanness and selfishness, and kindle therein the fires of kindness and generosity; to anticipate the dawn of their faults with unceasing vigilance, and thus to render them

healthy, strong, intelligent, good, honest, truthful, conscientious, industrious and mutually helpful. As the genial warmth of the spring fosters the plants, so the inherent influences of the infant school nourish the physical powers and the intellectual and moral attributes of the children, and help them to flower out and flourish. Those who have visited it and witnessed its operations, and the fruits produced thereby, will bear testimony to the correctness of this statement and attest the truth of this picture.

The kindergarten has rapidly come into prominence as one of the best educational agencies for the elevation of the blind, and its usefulness is universally recognized. Its advantages are eagerly sought, and there is no restriction whatever upon their enjoyment. Its realm is open to every little sightless child of suitable age, who is in need of early training and friendly sympathy, whatever may be his race, nationality, creed or color. In it there is no boundary line formed by social or other distinctions, no circumscribed horizon, but, instead, an illimitable reach. The milk of parental care and kindness and the golden apples of rational education are free to all who are in need of them and wish to drink the former or pluck the latter.

Let us then hope and trust, that such an important enterprise — so noble in its origin, so broad in its aims, so catholic in its purposes and so benefi-

cent in its functions — will ever be cherished and administered by those who have the interests of suffering humanity at heart, and whose actions are prompted by purely philanthropic motives, and that its affairs may never be meddled with or hampered by narrow-minded and self-seeking persons.

"Oh! let not unskilful hands attempt
To play the harp whose tones, whose living tones,
Are kept forever in the strings."

A New Building Absolutely Needed.

"When we mean to build
We first survey the plot, then draw the model,
And when we see the figure of the house
Then must we rate the cost of the erection."

SHAKESPEARE.

Doubtless the kindergarten is doing a holy work. It is accomplishing even more than its projectors claimed for it, or its most sanguine friends and promoters dreamed of. Gathering strength and breadth and momentum every year, it moves forward from its hopeful beginnings to a glorious consummation. Its operations are crowned with results that are at once gratifying and remarkable, and its influence is clearly seen and felt. It has already opened a wide field, which is of paramount interest, and promises to bring about a wholesome revolution in the education of sightless children, and supply a sound and solid foundation for the superstructure of later school

work. Measured by any proper standard, the success of this enterprise is simply amazing, and we have every reason to be thankful for the infant institution's worthy record of the past, for the vigor of its activities, and for the spirit with which it addresses itself to its work for the future.

> "Time, toil and circumstance full oft
> A humbled cause have raised aloft."

But, with the rapid growth of the kindergarten and the constant extension of its usefulness, its wants are also multiplied day by day, and some of them have already become imperative. Of these the principal and most pressing one at present is the enlargement of our accommodations. Additional room is urgently needed for the following purposes: —

First. To enable us to receive all suitable applicants as soon as they knock at our door for admission, and place them under good care and thorough training at the earliest possible age, thus preventing the seeds of noxious weeds from being planted in their minds and hearts.

Second. To supply the necessary means for classifying the pupils properly according to the individual requirements of each case, and for paying due attention to the cultivation of their natural inclinations and tastes.

Third. To provide adequate facilities for retaining the children at the kindergarten long enough

to put them through a complete system of
mary training in strict conformity with Froel
methods, thereby rendering them so strong l
in body and intellect that they may be quite
from evil influences when they come in con
with older boys and girls.

Fourth. To avoid an excess of numbers in
present building, which would not only in
many discomforts, but would endanger the he
of the entire household from the evil effects of
overcrowded condition.

Fifth. To make it possible for us to carry
our original plan, and allow a small numbe
seeing little boys and girls residing in the nei
borhood to participate in the daily exercises of
kindergarten, and associate with our tiny pu
both in the school-rooms and on the playgrou
as their fellow-workers and playmates, their frie
and companions.

Ever since the infant school was organized
May, 1887, the number of applicants seeking
admission has been steadily increasing. Ev
nook and corner of the building was occupied
a whole year. During my absence in Europe
pressure for more room became so great tha
order to lessen it, ten children, selected with
proper discrimination, were summarily removed
South Boston in the midst of the school te
They were thrown promiscuously among

pupils of the parent institution, without special or suitable provision for the continuance of their instruction and training, or for regular occupation. As a consequence, not a few of them were allowed to pass many an hour sitting idly in the workshop, and contracting those very habits of indolence and inertia, against which we cannot strive too hard to guard. Some of them were too small in stature and immature in mind to be taken away from the influences of the kindergarten. Their age, which seems to have served as the sole criterion for the removal, ought to have been measured by the degree of their development, rather than by the number of the years and months they had lived.

The necessity which prompted this action is to be greatly lamented for more reasons than one. It changed abruptly the course of training of the children, and impeded the progress of their development. It deranged and disorganized the work of the infant institution for the remainder of the year. It created much unhappiness and discontent. It produced a feeling of uncertainty in the minds of the teachers and all the other officers, and filled their hearts with disappointment and discouragement. Finally, it struck at the very root of the principles, which lie at the foundation of the kindergarten, and constitute the sum and substance of the reasons of its existence.

In view of these facts, the enlargement of our

present accommodations is not merely a *desideratum*, but a positive necessity. Without it the ultimate success of our undertaking and the realization of the best results inherent in Froebel's marvellous creation would be impossible. To use Merrick's words, —

> "Not what we wish, but what we want,
> O, let your grace supply."

Additional room is absolutely demanded both by the steady growth of the kindergarten and by the vital interests of the recipients of its benefits. Within the contracted limits of the present edifice our enterprise, instead of expanding and thriving, will languish and become dwarfed for want of sufficient space. Hence a new and commodious building, similar to that now in use, is imperatively needed, and we earnestly call upon the public in general and upon the benefactors of the little sightless children in particular, to provide for its erection at the earliest possible date.

This appeal, coming as it does immediately after the completion of the endowment fund, may give to some people the impression that there is no end to our wants, and that we are constantly asking for something new. No one can dread the task of soliciting money, and the many difficulties that are inseparable from it, more thoroughly than I do. But there is no room for choice in the matter.

The need is evident, the demand is urgent. We must move forward, be the criticisms and the comments of those who are not in entire sympathy with this course what they may. For, in the language of the poet,

> "If we shall stand still
> In fear our motion will be mock'd or carp'd at,
> We should take root here where we sit, or sit
> State statues only."

Will our generous friends and helpers then refuse to consider in its true light the plea for the construction of a new building, and will they respond fully to such reasonable requirements as are essential to the advancement of the cause of the education of the blind? Is it their purpose to aid effectively all strenuous efforts for carrying the kindergarten enterprise to a high degree of completeness, so that it may fulfill its sacred mission in the best possible manner? Or do they prefer to stand still and to have us fold our hands and sing pæans and psalms of praise for what has been accomplished during the past five or six years, removing from our standard the motto of *semper aliquid melius*, and inscribing in its stead *ne plus ultra?* I believe that they have not the slightest intention of this kind. At any rate, I hope and trust that nothing is further from their minds than this thought.

Officers and Teachers.

"The sweetest lives are those to duty wed,
Whose deeds, both great and small,
Are close-knit strands of one unbroken thread,
Where love ennobles all."

During the past year the burden of the care and responsibility for the welfare and happiness of the children rested chiefly with the matron, Miss Isabel Greeley, with her assistant, Miss Nettie B. Vose, and with the two kindergartners, Miss Fanny L. Johnson and Mrs. Sarah J. Davidson.

All these ladies are eminently fitted for the positions which they occupy. They are in love with their work; rejoicing in it, doing it with their might even under the most adverse circumstances, and keeping its best ideals before them. They are not satisfied with merely rendering the service for which they are paid. Theirs is a labor of love, and they use their best efforts in their intercourse with their little disciples, in order to uplift them, strengthen them, help them, and make them good, intelligent and happy. Their wise heads and loving hearts guide their tiny scholars in the right direction, and lead them upwards. The influence of their maternal affection and tender spirit in the formative period of the life of the children cannot be measured or told. Surely the seeds which they plant in the mental and

moral soil of the pupils will take root, spring up, grow, and in due time bring forth choice fruit.

There is cordial coöperation in every effort which is made for the comfort and happiness of the little inmates. The air of peace and harmony, which invariably penetrates the household, is truly delightful. This is owing in part to the excellent disposition and mutual good-will of all its members; but it is mainly due to the unobtrusive dignity and the rare qualities of head and heart of the presiding genius. Miss Greeley seems to be equal to all emergencies, and eminently fitted for the position which she holds. Bulwer Lytton aptly remarks, that in every well-ordered family there is always one firm, sweet temper, which controls without seeming to dictate. The ancient Greeks represented persuasion as crowned; and the experience of refined society attests the correctness of their judgment.

Ladies' Visiting Committee.

"Light is the task when many share the toil."

Homer.

The ladies of the visiting committee have been very eager to advance the interests of the kindergarten and to increase its usefulness. They have made frequent visits, examined the building, held regular monthly meetings, and discussed all matters relating to the health of the children and to

the comfort and happiness of the household. The auxiliary aid society, which was organized by them in April, 1889, with Mrs. John L. Gardner as treasurer and Miss Elizabeth Winthrop as secretary, has done excellent work, the results of which are clearly seen in the gradual growth of the annual subscriptions for current expenses. During the past year these contributions amounted to $1,917.10, showing an increase of $341.06, and indicating that systematic canvassing and personal appeal are most potent factors in securing the means for carrying on our work.

Three of the original members of the committee, Mrs. Robert Treat Paine, Mrs. Roger Wolcott and Miss Sarah B. Fay, resigned their positions. During the term of their office these ladies rendered most efficient service, and manifested such a deep interest in the prosperity of the kindergarten and the welfare of its inmates, that they will be greatly missed both by the children and by the teachers and officers.

Generous Gifts and Bequests.

"Your bounty is beyond my speaking;
But, though my mouth be dumb, my heart shall thank you"

Rowe.

It is with great pleasure and with a sense of profound gratitude that we report several gener-

ous additions made to the funds of the infant institution during the past year.

A legacy of $5,000 was received from the executors of the will of the late Elisha T. Loring of Dorchester. In bequeathing a large amount of money to various educational and benevolent establishments, Mr. Loring remembered the kindergarten most liberally. As this was done on the 30th of January, 1883, when the project was still in its embryonic stages of existence, it shows the implicit faith which the sagacious testator had in its beneficence.

Through the great kindness of Rev. George E. Ellis, D.D., the amount of $5,000 was paid to our treasurer from the estate of the late Mrs. Ellen M. Gifford of New Haven; and, at the request of Mrs. Geo. W. Wales, a donation of $10,000 was made to us by the trustees of the same estate. Both Dr. Ellis and Mrs. Wales have been constant friends of the kindergarten, and have taken a very deep interest in its success. The former has also presented to the little institution an excellent pianoforte which belonged to his own family, and numerous contributions of money have been sent to us through the efforts and at the earnest request of the latter.

Closing Remarks.

"And yet, and yet I know
Out of the dark must grow,
Sooner or later, whatever is fair,
For the heavens have willed it so."

Trench.

In closing this report, I cannot refrain from saying that we have many reasons for rejoicing at the great success of the kindergarten. Ever since the initiative steps for its organization were taken, it has been blessed, strengthened and encouraged. It has gained greatly in popularity among intelligent people in the course of three years. It has struck its roots deeply into the soil of our educational system, and is preparing the way for abundant fruits in the future. Nevertheless, we must constantly bear in mind that —

"All as yet completed or begun
Is but the dawning that precedes the sun."

Just now, the burning question before us is the erection of a new building. Our friends must forgive us if we speak repeatedly and strongly on this matter. They should remember that the immediate necessity for more room is so urgent as to justify the repetition and the emphasis of the plea.

We propose to enter at once upon the great work of increasing our accommodations, fully aware of the fact, that narrow and deep is

the pathway in which we shall have to tread in advancing toward the fulfilment of this purpose, and that we shall have to toil in season and out of season before we reach the goal of our aspirations. Others may falter or shrink before the magnitude of this task, and be disposed to postpone its accomplishment to some future time; but, so far as I am concerned, while I feel the sharp grip of the manifest and unquestioned necessity, I cannot rest or keep silent. I consider myself under orders which are peremptory, and admit of neither excuse nor delay. I have no option. My duty to the blind urges me to go forward; and go I must. Want of time and lack of strength are of no account; obstacles are nothing; indifference or opposition on the part of others has no significance whatever; possible failure is not to be thought of. Though difficulties towered on every side like mountains in my path, and though I were left alone to conquer them, it would not matter. The word of command rings like a bugle-blast, and I must obey, or be false to the cause of the little sightless children.

All which is respectfully submitted by

M. ANAGNOS.

THE REPORT OF THE MATRON.

To Mr. M. ANAGNOS, *Director*.

SIR: — I have the honor to present the following report of the Kindergarten for the Blind for the year ending Sept. 30, 1890.

While we may be too near the beginning of the work to realize large results, yet sufficient progress has been made in three years to indicate its growing importance and advantages.

At the commencement of another year, when we are looking back upon the achievements of the past twelve months, it would seem to be both wise and reasonable to look toward the future also, and to consider whether the present needs of our work do not point to the necessity of increased facilities for meeting the growing demands upon our infant institution. A forward movement in one direction we find to be of little avail, unless it is coupled with "an advance all along the line." The acquisition of one advantage involves almost of necessity the gain of other advantages, without which the first is found to be incomplete.

This work was inaugurated to give to blind children *early* kindergarten training; as early, if possible, as that afforded to seeing children in the public kindergarten. It aims to combine the elementary teaching of the school

with the moral training of the home, and such is the adaptability of this system to teaching the blind, that we are ready to believe that Froebel must have especially considered this class when he devised his great natural method of teaching. At all events, it is true that the kindergarten has become an indispensable factor in the education of the blind, and receives today more distinct and general recognition among thoughtful educators than at any previous time in the history of the movement.

It was on the first of May, 1887, that this school was opened with ten children in attendance. During the past year there have been forty-five pupils within our walls, and we confidently expect in three years more to increase the number to one hundred if proper accommodations should be provided.

Notwithstanding various interruptions and adverse circumstances, there has been a fair degree of progress during the past year. The classes are more thoroughly graded and in a better classified form than in any previous year. The method of work as now arranged provides for a course of three years; and we believe, that, with the exception of very unusual cases, each child admitted here should complete this course before attempting a higher grade of work. In order to do this, it is necessary that *fitness*, and not age, should be made the standard of promotion. One of the most serious interruptions to our work has been the transfer of pupils at irregular times to the higher department at South Boston, — pupils who were, save in the matter of age, totally unfitted to go there. Of the nineteen who were transferred last year, none had completed the course here, and a very small percentage of those sent could afford to lose it. This promiscuous draft upon the mem-

bers of the classes, irrespective of their merit, was a thing to be deplored. It was discouraging to teachers and scholars alike, as it tended to neutralize any systematic classification, and was an obvious hindrance to procuring the most valuable results from their work. We lament the circumstances that made such removals necessary, and sincerely hope that speedy measures will be devised to furnish sufficient accommodations, so that new pupils may be received without delays, and without the dire necessity of removing, in order to make room for the new comers, other pupils who ought to remain. The child may be too old to receive the full benefit of kindergarten training. It is preferable that the average age of pupils at the time of their admission should be five or six years, rather than seven or eight, as at present. The general disparity observable among children of the same age conclusively shows that the latter cannot fairly be made the test of promotion, any more than it can decide the rank and place in the class.

The children who come here are, as a rule, out of all true proportion; and it is almost inevitable, under present conditions, that there should be children nine and ten years old in the kindergarten. It is not the infirmity of blindness that thus delays their progress, but rather the erroneous theory, held by many parents, that several years of childhood must be irretrievably lost, and the natural powers of mind and body left to starve for want of nourishment, exercise and occupation. The child with bright mind and healthy body quickly outstrips the dull, immature one; and in many instances it requires the best part of the first year's work here to *start* the arrested faculties of the latter and the well-nigh paralyzed powers of

speech and motion. A child who cannot turn the knob of a door with its nerveless, flabby hand, who not only can neither feed nor dress itself, but appears to lack the inclination, as well as the strength, to do so, will surprise us with extraordinary feats of memory. Such a child will perhaps be able to repeat in their order the names of the books of the Bible, and of the kings of England, besides line upon line of prose and rhyme. It is painful to see children of seven and eight years of age so needlessly helpless. If parents would follow the "Counsels to Parents of Blind Children," as given by Dr. Howe in the forty-third annual report of the Perkins Institution, we should have the kindergarten work begun in the home nursery, and it would be an incalculable blessing. Hence we emphasize the fact that, in the absence of all this superior training in the home, the kindergarten should have the *early* direction of the blind child, in order to produce the best results; and we are sure it would add to the thoroughness of the work we desire to do here, if, in addition to our present course of three years, there could be a fourth year devoted to advanced elementary work, — that is, to a combination of kindergarten training and primary instruction. We should thus have an intermediate class, forming a connecting link between the two grades of study.

Recognizing the law laid down by Froebel, that what one tries to *do* he begins to understand, we wish the idea could be carried into a greater number and variety of manual exercises. Here indeed "touch is the master sense," and the hand is its agent. Last year an attempt was made to give some practice in this direction. A room was set apart for the purpose, a box of carpenter's tools was provided, with suitable pieces of wood, and one of

the teachers gave such time as she could spare to teaching several of the older boys the use of the simpler tools. All esteemed it a high privilege to be allowed an hour in the workshop, where, with hammer, plane and saw, they made with their own hands their first box. But the practice was necessarily irregular, as no teacher could spare from her regular work sufficient time to satisfy the growing demands of this new and popular occupation. If we could have systematic instruction by a teacher of Sloyd, we are sure that it would prove a valuable adjunct to the fundamental training which the kindergarten furnishes.

In the daily gymnastic exercises the teachers have introduced the Swedish system, beginning with the first set of instructions; and it promises to be very effectual as a method of physical training.

The musical instruction has prospered under the same careful and painstaking supervision as heretofore; and again we find the younger pupils the most quickly responsive, both with voice and hand. Twenty-five pupils have had lessons on the piano during the year, and the whole class receive daily instruction in singing.

The gift of a pianoforte from Rev. Geo. E. Ellis, D.D., was most gratefully appreciated in this department.

Nothing in the brief history of the kindergarten has been more inspiring than the presence in the school of Edith Thomas, who entered as a pupil on the 4th of October, 1887, and whose progress has been watched with loving solicitude and interest. On Feb. 1, 1890, she was promoted to the girls' department at South Boston.

A second interruption to the work of the past year was an epidemic of scarlet-fever and measles, which began in the month of March. Previously there had been two cases

of pneumonia. In the first case the child was removed to the Children's Hospital, and soon recovered. The second case, on account of the severity of the attack, was cared for at the kindergarten. In this instance there was speedy recovery. Dr. Broughton made forty-six professional visits during the year, and rendered many kind services in addition. One very promising pupil, Charles Henry Richardson, went to the hospital March 24, and died March 27, of a malignant type of measles. His age was eight years and seven months. This was the only loss by death during the year. There was one supposed case of diphtheria sent to the hospital, but the patient returned in ten days, his sickness proving to be only a severe form of tonsilitis. The other cases of scarlet-fever and measles were of a mild type, and the children were all able to resume their accustomed places at the beginning of the last term, and the year closed with no further illness. When we consider the prevalence of epidemic diseases during the last winter, necessitating the temporary closing of many public and private schools, there is reason for thankfulness for the good degree of health enjoyed by the inmates of our institution, and for our avoidance of more serious consequences. We would not fail to mention our indebtedness to the Children's Hospital and the Boston City Hospital for their prompt response to our call in the time of need, and for the unvarying courtesy and sympathy of all the officers and attendants connected with these institutions. These cases of illness have strengthened our conviction of the absolute need of some place for the complete and speedy isolation of patients. Oftentimes an epidemic may be avoided in this way. The attending physician cannot always decide the nature of a malady at

the first visit, and in the meantime the child needs careful attention, and such complete separation of both patient and attendant from the remaining members of the household as shall not endanger others, in case the sickness should prove to be of an infectious character. We need a room with bathroom and attendant's chamber adjoining, and wholly disconnected from the main part of the house. Here the patient could be safely cared for, at the first symptom of illness. If we could have such a place, the danger of contagion would be almost entirely overcome.

Number of pupils during the year,	45
Deaths,	1
Removed to South Boston,	19
Present number,	25

The ladies' visiting committee have been most devoted and assiduous in their attentions to the kindergarten, and, if their numerous suggestions for its advancement could be fulfilled, it would greatly add to the capacity and facility for carrying on the work. The substantial gifts of the ladies' auxiliary society, and those given through their instrumentality, are only one mark of their willingness to aid in all future plans for promoting and increasing the usefulness of this beneficent work.

On account of the unusual amount of sickness here, the annual reception was omitted.

Many visitors and not a few distinguished strangers have visited the kindergarten during the past year. Among the number were many persons especially interested in "education by work." None are more welcome than the pupils of various kindergartens of the city and vicinity, who come here with their teachers.

These merry children participate with their less fortunate companions in the songs and games. Many beautiful

and desirable models for use in the school-room have been left to us to show their interest in the cause. One little girl who came here, said, during her visit, "I have fifteen cents for the new building, — five from my sister, five from my brother, and five from myself." (Her name was Florence Bigelow.)

Mrs. Aldrich, of Springfield, Mass., makes an annual pilgrimage to Boston with her normal class of kindergartners. They visit Miss Peabody and the kindergarten for the blind "for inspiration;" and many another visitor has expressed the same sense of obligation for the helpful lessons derived from a visit to the kindergarten.

Respectfully submitted,

ISABEL GREELEY,

Oct. 1, 1890. *Matron.*

LIST OF CHILDREN.*

Almy, Lilian.
Colyar, Amy H.
Griffin, Martha.
Heap, Myra.
Kennedy, Nellie A.
Matthews, Clara.
Muldoon, Sophia J.
Newton, Eldora B.
O'Neal, Katie.
Puffer, Mildred E.
Saunders, Emma E.
Simpson, Robertha G.
Wagner, Grace.
Wagner, M. Alice.
Amadon, Charles H.
Dodge, Wilbur F.
L'Abbé, Harry.
Lawton, George.
Levin, Bernard.
Martello, Antonio.
Rochford, Francis J.
Searles, Aloysius.
Vaughn, William M.
Walsh, Frederick V.
Younge, William Leon.

* While this report was in press, another pupil, Willie Elizabeth Robin, a blind deaf-mute from Texas, was added to the number.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager, of the Boston Theatre, we are under great and continued obligations for a pass admitting parties above fifty in number to thirty-two operas.

To Mr. Henry Lee Higginson, through Mr. Charles A. Ellis, for forty tickets to one Young People's popular concert.

To the Händel and Haydn Society, through its president, Mr. A. Parker Browne, for an average of sixty-seven tickets to each of three oratorio rehearsals.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. Edward Pelham Dodd, for an average of fourteen tickets to each of four concerts.

To an anonymous friend, for four tickets to one Cecilia concert.

To the Boston Singers' Society, through its secretary, Mr. F. H. Ratcliffe, for six tickets to each of three concerts.

To Prof. Carl Baerman, for twenty-eight season tickets to six chamber concerts.

To Mr. Leo Goldmark, for an average of forty-one tickets to each of two pianoforte recitals given by Dr. Hans Von Bülow.

To Messrs. Henry F. Miller & Co., for admission to Emil Zoch's pianoforte recital. To the same, for ten tickets to Miss Neally Stevens' pianoforte recital.

To Mr. Stafford, for thirty-one tickets to a concert by the Beacon Orchestral Club.

To Mattapannock Lodge, No. 472, K. of H., for twenty tickets to Miss McDonald's concert.

To Friendship Lodge, No. 125, K. and L. of H., for twenty tickets to the same.

To Rev. J. J. Lewis, pastor of the Broadway Universalist Church, for a general invitation to all concerts and other entertainments given before that society.

To the St. John's M. E. Church, through its treasurer, Mr. P. H. Elton, for admission to a course of lectures and concerts.

II. — Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and readings given from time to time in the music hall of the institution, we are greatly indebted to the following artists: —

To Mr. Carl Faelton, for one pianoforte recital.

To Miss Edith Abell, assisted by her pupils and Miss Crombey, reader, for one concert.

To Mr. George J. Parker, tenor, and Mr. Arthur Whiting, pianist, for one concert. To the same, assisted by Mrs. F. A. Flanders, reader, for one concert. To the same, and Mr. Arthur Foote, pianist, for one concert.

To Mr. John S. Dwight and Rev. Edward Everett Hale, for one lecture each.

To Mrs. F. A. Flanders, reader, for two evenings' entertainments.

III. — Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends: —

To Mrs. Mary W. Manning of Brooklyn, New York, J. Clark Murray, Montreal, and the Society for Providing Evangelical Religious Literature for the Blind.

IV. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest: —

The N. E. Journal of Education,	*Boston*,	*Mass.*
The Atlantic,	"	"
Boston Home Journal,	"	"
Youth's Companion,	"	"
Our Dumb Animals, 2 copies,	"	"
The Christian,	"	"
The Christian Register,	"	"
The Musical Record,	"	"
The Musical Herald,	"	"
The Folio,	"	"
Littell's Living Age,	"	"
Unitarian Review,	"	"

The Watchman,	*Boston, Mass.*
Zion's Herald,	" "
The Missionary Herald,	" "
The Well-Spring,	" "
The Salem Register,	*Salem, Mass.*
The Century,	*New York, N. Y.*
St. Nicholas,	" "
The Journal of Speculative Philosophy,	" "
The Manufacturer and Builder,	" "
American Annals of the Deaf,	*Washington, D. C.*
The Etude,	*Philadelphia, Pa.*
Church's Musical Journal,	*Cincinnati, O.*
The Messenger,	*Ala. Academy for the Blind.*
Goodson Gazette,	*Va. Inst. for Deaf-Mutes and Blind.*
Tablet,	*West Va. Inst.* " " "
Good Health,	*Battle Creek, Mich.*
L'Amico dei Ciechi,	*Florence, Italy.*
Valentin Haüy, a French monthly,	*Paris, France.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

EDWARD JACKSON, TREASURER, *in account with the* PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, *for the Year ending Sept 30, 1890.*

RECEIPTS.			EXPENDITURES.		
Balance on hand Oct. 1, 1889,		$62,246 79	General fund, drafts of J. A. Bennett,	$70,066 31	
Income from invested funds,		32,917 91	Printing fund, drafts of J. A. Bennett,	3,251 48	
State of Massachusetts,		30,000 00	Kindergarten fund, drafts of J. A. Bennett,	8,100 00	
" of Maine for 1889,		4,200 00			$81,417 79
" of Maine for 1890,		2,525 00	Testimonial to Mr. Reardon,		105 00
" of Connecticut,		5,200 00	Treasurer, for clerk hire,		250 00
" of Vermont,		2,700 00	Rent of safe for 1889 and 1890,		60 00
" of New Hampshire,		2,300 00	Whitcomb & Bowker, for lease of buildings,		223 87
" of Rhode Island,		4,950 00	Invested funds:		
General fund, legacy from Miss Grace H. Blanchard,	$2,000 00		Paid mortgage on 205 and 207 Congress street,		50,000 00
" " received of J. A. Bennett,	5,783 40		One Chicago, Burlington & Quincy R. R. bond,		1,000 00
" " donations,	28 50		Balance on hand Oct. 1, 1890,		60,415 35
" " received of J. A. Bennett, unexpended balance of auditors' draft,	214 97				
	$460 10	8,026 87			
Printing fund, sale of embossed books,					
J. A. Bennett, unexpended balance of auditors' draft,	256 74				
		716 84			
Kindergarten fund, donations:					
Endowment fund,	$1,757 50				
Annual subscriptions through Ladies' Auxiliary Aid Society,	1,917 10				
Contributions for current expenses,	1,210 97				
Donations for new building,	38 15				
	$4,923 72				

Rents,		697 00				
For board of Martha Griffin,		13 10				
J. A. Bennett, unexpended balance of auditors' draft,		217 28				
Legacy from E. T. Loring,		5,000 00				
Legacy from Mrs. Ellen M. Gifford, through Rev. Geo. E. Ellis,		5,000 00				
From trustees of estate of Mrs. Ellen M. Gifford, at the request of Mrs. Geo. W. Wales,		10,000 00				
State of Maine for 1889,		375 00				
" " Maine for 1890,		675 00				
" " New Hampshire,		750 00				
" " Massachusetts, for Edith Thomas,		300 00				
" " Connecticut,		600 00				
" " Rhode Island,		950 00				
			29,501 10			
Investments:						
Sold three shares Chicago, Burlington & Northern R. R.,		$120 00				
$100 Atchinson, Topeka & Santa Fé R. R., 5% income bond,		67 00				
Collected, Haynes mortgage,		8,000 00				
			8,187 00			
			$193,471 51			$193,471 51

EDWARD JACKSON, *Treasurer.*

Examined Oct. 8, 1890, and found correct.

A. T. FROTHINGHAM,
GEO. L. LOVETT, } *Auditors.*

General Statement of Receipts and Disbursements for the Perkins Institution and Massachusetts School for the Blind, *for the Year ending Sept. 30, 1890.*

I. Income.

State of Massachusetts, annual appropriation,	$30,000 00	
Board and tuition:		
State of Maine, for 1889, $4,200		
" " kindergarten, 375	4,575 00	
" of Maine, for 1890, $2,525		
" " kindergarten, 675	3,200 00	
" of New Hampshire, $2,300		
" " kindergarten, 750	3,050 00	
" of Vermont,	2,700 00	
" of Connecticut, $5,200		
" " kindergarten, 600	5,800 00	
" of Rhode Island, $4,950		
" " kindergarten, 950	5,900 00	
Towns and individuals,	769 14	
State of Massachusetts, for Edith Thomas,	300 00	
Towns and individuals, kindergarten,	13 10	
		$56,307 24
From tuning,		2,170 00
" boys' shop,		786 49
" admission to exhibitions,		77 30
" sundry small items,		284 65
" interest, mortgage notes,		7,291 00
" " temporary loans,		13 58
" " balance in N. E. Trust Company,		668 59
" " Chicago, Burlington & Northern R. R. bonds,	$700 00	
" " Kansas City, Clinton & Springfield R. R. Bonds,	150 00	
" " Ottawa & Burlington R. R. bonds,	200 00	
" " St. Paul & Manitoba R. R. bonds,	400 00	
" " Southern Kansas R. R. bonds,	160 00	

Expenses.

Bills paid by the treasurer:		
Whitcomb & Bowker, for leasing buildings,	$223 37	
Testimonial to Mr. Reardon,	105 00	
Clerk hire,	250 00	
Rent of safe,	60 00	
		$638 37
General Account.		
Paid by the director:		
Maintenance,	$53,777 37	
Extraordinary repairs,	6,341 94	
Taxes, insurance and repairs on buildings let,	5,347 76	
Harris beneficiaries,	1,125 00	
Expenses of tuning department,	867 97	
Expenses of work department,	1,120 43	
Interest on mortgage,	337 50	
Rent of office,	250 00	
Bills to be refunded,	683 37	
Unexpended balance of draft,	214 97	
		70,066 31
Kindergarten Account.		
Maintenance,	$7,676 54	
Insurance and repairs on house,	206 18	
Unexpended balance of draft,	217 28	
		8,100 00
Printing Account.		
Expenses of printing office,	$2,994 74	
Unexpended balance of draft,	256 74	
		3,251 48

" " Kansas City, St. Joseph & Council Bluffs R. R. bonds,	350 00		
" " Chicago, Burlington & Quincy R. R. bonds,	1,080 00		
" " Boston & Lowell R. R. bonds,	50 00		
" " Eastern R. R. bonds,	60 00		
" " Atchinson, Topeka & Santa Fé R. R. bonds,	411 25		
		3,561 25	
" dividends, Boston & Providence R. R.,	$300 00		
" " Chicago, Burlington & Quincy R. R.,	475 00		
" " Boston & Maine R. R.,	186 00		
" " Fitchburg R. R.,	140 00		
		1,101 00	
" rents,		20,282 49	
" work department, men's shop,		1,695 82	
" sale of books in embossed print,		460 10	
" rents, Jamaica Plain,		697 00	
		$95,396 51	
II. Receipts Exclusive of Income.			
Donations, general account,	$28 50		
Legacy from Miss Grace H. Blanchard,	2,000 00		
Donations, kindergarten:			
Endowment fund, $1,757 50			
Annual subscriptions through Ladies' Auxiliary Society, 1,917 10			
Contributions for current expenses, 1,210 97			
Donations for new building, 38 15			
	4,923 72		
Legacy from E. T. Loring,	5,000 00		
Legacy from Mrs. Ellen Gifford, through Rev. Geo. E. Ellis,	5,000 00		
From trustees of estate of Mrs. Ellen Gifford, by request of Mrs. Geo. W. Wales,	10,000 00		
		26,952 22	
III. Sale of Stocks and Collections.			
Sold three shares, Chicago, Burlington & Northern R. R.,	$120 00		
Sold Atchinson, Topeka & Santa Fé R. R., including bond,	67 00		
Collected, Haynes mortgage,	8,000 00		
		8,187 00	
Cash balance Oct. 1, 1889,	$62,246 79		
Unexpended balances Oct. 1, 1890,	688 99	62,935 78	
		$193,471 51	

Investments.		
Paid mortgage on building, 205 and 207 Congress street,	$50,000 00	
Chicago, Burlington & Quincy R.R. bond,	1,000 00	
		51,000 00
Balance on hand Oct. 1, 1890,		60,415 35
		$193,471 51

ANALYSIS OF MAINTENANCE ACCOUNT.

Meat, 30,989 pounds,	$2,755 77
Fish, 4,169 pounds,	221 69
Butter, 6,283 pounds,	1,501 19
Rice, sago, etc.,	18 81
Bread, flour and meal,	1,485 56
Potatoes and other vegetables,	859 59
Fruit,	497 97
Milk, 32,987 quarts,	1,805 36
Sugar, 8,758 pounds,	595 06
Tea and coffee,	258 45
Groceries,	977 15
Gas and oil,	545 00
Coal and wood,	2,967 20
Sundry articles of consumption,	818 48
Wages and domestic service,	4,889 00
Salaries, superintendence and instruction,	21,743 29
Outside aid,	292 51
Medicine and medical aid,	129 00
Furniture and bedding,	1,836 59
Clothing and mending,	104 32
Stable, hay, oats, etc.,	196 75
Musical instruments,	147 80
Boys' shop,	601 60
Books, stationery, etc.,	1,670 30
Construction and repairs,	5,860 40
Taxes and insurance,	715 36
Travelling expenses,	80 99
Sundries,	202 18
	$53,777 37

Printing Fund Statement, Oct. 1, 1890.

Receipts.			*Expenses.*		
Income from investments,	$6,643 97		Labor,	$1,265 96	
Sale of books in embossed print,	460 10		Stock,	246 94	
		$7,104 07	Electrotyping,	692 30	
			Binding,	623 40	
			Books,	97 96	
			Machinery,	44 09	
			Gas, etc.,	24 09	
					$2,994 74
			Balance,		4,109 33
		$7,104 07			$7,104 07

Kindergarten Fund Statement, Oct. 1, 1890.

Receipts.			*Expenditures.*		
Board and tuition, State of Maine,	$1,050 00		Maintenance,		$7,676 54
" " " " New Hampshire,	750 00		Insurance and repairs on houses let,		206 18
" " " " Connecticut,	600 00		Invested,		9,350 00
" " " " Rhode Island,	950 00		Balance,		$34,130 76
		$3,350 00			
State of Massachusetts for Edith Thomas,		300 00			
Towns and individuals,		13 10			
Rents,		697 00			
Legacies,		10,000 00			
From Trustees of estate of Mrs. Ellen M. Gifford, at request of Mrs. George W. Wales,		10,000 00			
Donations:					
Endowment fund,	$1,757 50				
Annual subscriptions through Ladies' Auxiliary Aid Society,	1,917 10				
Contributions for current expenses,	1,210 97				
Donations for new building,	38 15				
		$4,923 72			
Income from investments,		5,703 75			
Cash on hand Oct. 1, 1889,		16,375 91			
		$51,363 48			$51,363 48

WORK DEPARTMENT, OCT. 1, 1890.

STATEMENT.

Amount due Perkins Institution from the first date, .			$45,622 41
Excess of receipts over expenditures, . . .			578 78
			$45,043 63
Cash received during the year, ...			$18,502 26
Salaries and wages paid blind people, .		$4,162 52	
Salaries and wages paid seeing people, . .		3,019 39	
Amount paid for rent, stock and sundries,		10,741 57	
			17,923 48
			$578 78
Stock on hand Oct. 1, 1889, . . .		$6,334 03	
Stock on hand Oct. 1, 1890,	$3,368 52		
Receivable bills, . .	2,959 15		
		6,327 67	
			6 36
Gain, ...			$572 42

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1890: —

Real Estate yielding Income.			
Building 10 Hayward place,		$47,000 00	
Building 250 and 252 Purchase street,		44,000 00	
Building 205 and 207 Congress street,		59,000 00	
House 11 Oxford street,		8,000 00	
Houses 412, 414, 416 Fifth street,		9,900 00	
House 537 Fourth street,		4,800 00	
Houses 541 and 543 Fourth street,		9,600 00	
Houses 557 and 559 Fourth street,		15,500 00	
Houses 583 and 589 Fourth street,	$21,200 00		
Less mortgage,	6,750 00		
		14,450 00	
House 99 and 101 H street,		3,300 00	
			$215,550 00
Real Estate used by the Institution.			
Real estate used for school purposes, South Boston,			246,277 00
Real estate used for school purposes, Jamaica Plain,			74,919 00
Unimproved land, South Boston,			9,975 00
Mortgage notes,			139,000 00
Railroad Stock.			
Boston & Providence R. R., 30 shares, value,		$5,790 00	
Fitchburg R. R., Preferred, 70 shares, value,		6,222 20	
Chicago, Burlington & Quincy R. R., 100 shares, value,		13,708 04	
Boston & Maine R. R., 31 shares, value,		3,938 96	
			29,659 20
Railroad Bonds.			
Eastern R. R., one 6% bond, value,		$1,270 00	
Boston & Lowell R. R, one 5% bond, value,		1,000 00	
Chicago, Burlington & Quincy R. R., 27 4s, value,		26,190 00	
Chicago, Burlington & Northern R. R., 14 5s, value,		14,416 88	
Kansas City, St. Joseph & Council Bluffs R. R., 5 7s, value,		6,375 00	
St Paul, Minnesota & Manitoba R R., 10 4s, value,		8,800 00	
Amounts carried forward,		$58,051 88	$715,380 20

Amounts brought forward, . . .	$58,051 88	$715,380 20
Kansas City, Clinton & Springfield R. R., 3 5s, value, ...	3,051 25	
Chicago, Burlington & Quincy R. R., 1 5%, value, ...	1,000 00	
Atchinson, Topeka & Santa Fé R. R., 13 4s, value, ...	11,470 50	
Atchinson, Topeka & Santa Fé R. R, income bonds, 5,500 5s, . . .	3,850 00	
		77,423 63
Cash, ...	. . .	60,415 35
Household furniture, South Boston, .	$15,000 00	
Household furniture, Jamaica Plain, .	4,500 00	
		19,500 00
Provisions and supplies, South Boston, .	766 23	
Provisions and supplies, Jamaica Plain,	98 68	
		864 91
Coal, South Boston, ...	$2,843 00	
Coal, Jamaica Plain, ...	744 00	
		3,587 00
Work Department.		
Stocks and bills receivable, . .	. . .	6,327 67
Musical Department.		
One large organ, ...	$4,000 00	
Four small organs, ...	200 00	
Forty-nine pianos, ...	10,000 00	
Brass instruments, ...	500 00	
Violins, ...	35 00	
Musical library, ...	600 00	
		15,335 00
Printing Department.		
Stock and machinery, ...	$3,081 00	
Books, ...	13,247 00	
Stereotype plates, ...	10,043 00	
		26,371 00
School furniture and apparatus, . .	. . .	7,000 00
Library of books in common type, . .	$3,050 00	
Library of books in embossed type, .	12,206 00	
		15,256 00
Boys' shop, ...	. . .	91 25
Stable and tools, ...	. . .	505 00
		$948,057 01

The foregoing property represents the following funds and balances, and is answerable for the same: —

Institution Funds.		
General fund of the institution,	$126,478 84	
Harris fund,	80,000 00	
Richard Perkins fund,	20,000 00	
		$226,478 84
Cash in treasury,		26,284 59
Printing Fund.		
Capital,	$107,500 00	
Surplus for building purposes,	27,653 99	
		135,153 99
Kindergarten Funds.		
Helen C. Bradlee fund,	$40,000 00	
Sidney Bartlett legacy,	10,000 00	
George Edward Downs legacy,	3,000 00	
Mary Williams legacy,	5,000 00	
E. T. Loring legacy,	5,000 00	
Ellen M. Gifford legacy,	5,000 00	
Mrs. Geo. W. Wales fund,	10,000 00	
Funds from other donations,	22,000 00	
		100,000 00
Cash in treasury,		34,130 76
Buildings, unimproved real estate and personal property in use for the institution at South Boston,		345,747 15
Land, buildings and personal property in use for the kindergarten at Jamaica Plain,		80,261 68
		$948,057 01
Total amount of property belonging to the kindergarten,		$214,392 44
Total amount of property belonging to the institution proper,		733,664 57
		$948,057 01

FINANCIAL STATEMENT OF THE KINDERGARTEN.

FOR THE YEAR ENDING SEPT. 30, 1890.

RECEIPTS.

Donations,		$1,757 50	
Mrs. George W. Wales fund,		10,000 00	
Legacies —			
E. T. Loring,	$5,000 00		
Mrs. Ellen M. Gifford, through Rev. George E. Ellis,	5,000 00		
		10,000 00	
Endowment fund,			$21,757 50
Annual Subscriptions through Ladies' Auxiliary Aid Society,		$1,917 10	
Contributions,		1,210 97	
For current expenses,			3,128 07
Donations for new building,			38 15
Board and tuition,			3,663 10
Rents,			697 00
Income from investments,			5,703 75
Cash on hand Oct. 1, 1889,			16,375 91
			$51,363 48

EXPENSES.

Maintenance,	$7,676 54	
Insurance and repairs on houses let,	206 18	
Invested,	9,350 00	
Total expenses,	$17,232 72	
Due on contract for grading,	2,000 00	
		19,232 72
Balance Oct. 1, 1890,		$32,130 76

PROPERTY BELONGING TO THE KINDERGARTEN.

Helen C. Bradlee fund,	$40,000 00	
Mrs. George W. Wales fund,	10,000 00	
Legacies —		
Sidney Bartlett,	10,000 00	
George Edward Downs,	3,000 00	
Mary Williams,	5,000 00	
E. T. Loring,	5,000 00	
E. M. Gifford,	5,000 00	
Funds from other donations,	22,000 00	
Endowment fund,		$100,000 00
Cash in treasury,		84,130 76
Land, buildings and personal property at Jamaica Plain,		80,261 68
Total amount of property belonging to the Kindergarten,		$214,392 44

KINDERGARTEN ENDOWMENT FUND.

List of Contributors

From Sept. 30, 1889, to Oct. 1, 1890.

A friend of the little blind children, additional,	$50 00
Brooks, Mrs. Francis, sixth contribution from sale of "Heidi,"	130 11
Brooks, Mrs. Francis, seventh contribution from sale of "Heidi,"	44 55
Brown, Miss H. Louisa, third contribution,	5 00
Burnham, Mrs. John A.,	100 00
Class in Shepard Memorial Church, Cambridge, Miss A. E. Hilton's, third contribution,	4 00
Curtis, Mrs. Greeley S.,	100 00
F., C. A.,	5 00
Field, Mrs. N. M., Monson, fourth contribution,	100 00
Foster, Miss C. P., Cambridge, second contribution,	20 00
Gooding, Alfred,	25 00
Green, Charles,	25 00
Haven, Mrs. Lucy B., Lynn,	30 00
Hooper, Mrs. James R.,	10 00
Jenks, Miss C. E., sixth contribution,	5 00
Kindergarten at Florence,	5 00
Kindergarten at Hyde Park, Miss Stevens',	2 00
Kindergarten at Newton Lower Falls, Mrs. N. C. Sweetser's,	5 79
Kindergarten at Warrenton Street Chapel,	6 60
L., S. E.,	200 00
Amount carried forward,	$873 05

Amount brought forward, ...	$873 05
"Little Folks," of Miss Sampson's School, Charlestown, eighth contribution, ...	6 75
Morse, Miss Margaret F., ...	5 00
Proceeds of sale by Theodora Irving Knight, Eleanor G. Gray, Edith Rotch, Clara Winthrop, Marianne Appleton, Ruth Williams, Emily Reed, Bessie Seabury, Margaret Winthrop, Ethel Stockton, Marjory Appleton, and Sarah Bremer, . .	340 85
Proceeds of entertainment at Mr. Brooks', and sundry donations, ...	300 00
Rotch, Miss Mary, ...	5 00
Sale of curios, ...	1 10
Shuman, Lillie, May Davenport and Susie Seaver, .	10 00
Sunday-school class, West Gardner, Miss Nettie M. Fairbanks, ...	15 75
Sunday-school class in Unitarian Church, Neponset, Miss M. R. Leavitt's, ...	100 00
Thorndike, Mrs. J. H., eighth contribution, . .	100 00
	$1,757 50
From trustees of the estate of Mrs. Ellen M. Gifford, late of New Haven, by request of Mrs. George W. Wales, ...	10,000 00

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Aid Society, Mrs. John L. Gardner, treasurer,	$1,917	10
A friend,	4	50
A little girl's Lenten savings, second contribution,	2	75
Balfour, Miss Mary D. third contribution,	5	00
Bradbury, Miss Alice C., proceeds of entertainment,	6	00
Cash,		75
Cole, Dorman W., Plainfield, Vt.,	1	35
Coolidge, Mrs. J. T., Jr., annual,	10	00
D., L. W. and M. M. D., annual,	50	00
Easter offertory, Trinity church,	6	00
Entertainment at Mrs. Francis S. Hesseltine's, Melrose,	88	75
Fay, Miss S. M., annual,	10	00
Field, Mrs. E. E. V., annual,	5	00
First Unitarian Congregational Society, New Bedford, fifth contribution,	50	00
Glover, Miss A., second contribution,	25	00
Glover, Miss C. L., second contribution,	25	00
Glover, J. B., annual,	100	00
Goodman, Richard, Lenox, annual,	10	00
Gunnison, Miss,	5	00
Harvard student,	5	18
Higginson, Waldo, third contribution,	10	00
Howland, Mrs. Z. C., third contribution,	25	00
Hunnewell, F. W., fifth contribution,	50	00
Iasigi, Miss Mary V., third contribution,	10	00
Jackson, Mrs. J. B. S., seventh contribution,	25	00
Kindergarten at Cambridgeport, Miss Chamberlain's,	2	00
Amount carried forward,	$2,449	38

Amount brought forward, ...	$2,449 38
Kindergarten at Newark, N. J., Miss Isabel Merry's,	10 10
Kindergarten, Walpole Street, through Miss C. E. Carr, ...	3 00
Kindergarten at Somerville, Miss R. Porter's, .	1 10
Kramer, Henry C., second contribution, . .	25 00
Lillie's savings, ...	1 00
Lowell, Miss Lucy, annual, ...	10 00
Lyman's, Miss, school, ...	103 00
Meyer, Mrs. George von L., third contribution, .	50 00
Montgomery, William, annual, ...	25 00
Newell, Mrs. M. Abbie, second contribution, . .	25 00
Porter, Mrs. H. A., ...	1 00
Primrose Club, Dorchester, ...	61 00
Private school, Charlestown, Miss Sampson's, seventh contribution, ...	6 00
Sunday-school at Blue Hill, ...	7 22
Sunday-school of the First Church, Boston, fifth contribution, ...	109 27
Sunday-school of the Unitarian church, Littleton, fourth contribution, ...	5 00
Thorndike, Mrs. J. H., annual, ...	10 00
Wainwright, Miss R., annual, ...	5 00
Wales, George W., annual, ...	100 00
Wales, Miss M. A., annual, ...	25 00
Warren, Mrs. J. Sullivan, annual, ...	20 00
Whitehead, Miss Mary, annual, ...	10 00
Whiting, Mrs. S. B., ...	10 00
Whitwell, S. H., third contribution, . . .	25 00
Whitwell, Miss S. L., third contribution, . .	25 00
Wilder, Miss Marjorie (six and one-half years), Ipswich), ...	1 00
Wood, Miss C., third contribution, ...	5 00
	$3,128 07

FOR THE NEW BUILDING.

Bigelow, Florence, and sister, ...	$0 15
Charles, Mrs. M. C., sixth contribution, . .	25 00
Green, Mrs. Fanny A., ...	1 00
Kindergarten at Brighton, Mrs. Rust's, . . .	2 00
Marrett, Miss Helen M., third contribution, . .	10 00
	$38 15

Since the above list was completed, we have received from Mrs. Mary E. Ferris of Brookline, a donation of $500 for the kindergarten and $1,000 for the institution, as a memorial of her late husband.

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, *Treasurer, No. 146 Franklin Street, Boston, or to the Director,* M. ANAGNOS, *South Boston, any omissions or inaccuracies which they may find in it.*

EDWARD JACKSON, *Treasurer.*

No. 146 FRANKLIN STREET, BOSTON.

The Kindergarten for the Blind is located at the corner of Perkins and Bay streets, Jamaica Plain.

The Jamaica Plain horse-cars pass within ten rods of the building.

LIST OF EMBOSSED BOOKS,

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Book of Psalms,	1	$3 00
New Testament,	3	7 50
Book of Common Prayer,	1	3 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Natural Theology,	1	4 00
* Selections from the Works of Swedenborg,	1	–
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopædia,	8	32 00
Latin Selections,	1	2 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Geometrical Diagrams,	1	1 00
Wentworth's Grammar-school Arithmetic,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
The Peasant and the Prince,	1	3 00
Washington and his Country,	3	9 00
Guyot's Geography,	1	3 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos,	1	50
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
Dickens's David Copperfield,	5	15 00
Dickens's Old Curiosity Shop,	3	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Story of Janet's Repentance,	1	3 00
George Eliot's Silas Marner,	1	3 50
Goldsmith's Vicar of Wakefield,	1	3 00
Hawthorne's Scarlet Letter,	2	5 00
Hawthorne's Tanglewood Tales,	2	4 00
Scott's Quentin Durward,	2	6 00

* Printed by the donor for free distribution.

LIST OF EMBOSSED BOOKS—*Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Scott's Talisman,	2	$6 00
The Deacon's Week,	1	25
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	9 00
Stray Chords, by Julia R. Anagnos,	1	2 00
Bryant's Poems,	1	3 00
Byron's Hebrew Melodies, and Childe Harold	1	3 00
Poetry of Byron, selected by Matthew Arnold,	1	3 00
Holmes's Poems,	1	3 00
Longfellow's Evangeline,	1	2 00
Longfellow's Evangeline, and other poems,	1	3 00
Longfellow's Hiawatha,	1	2 50
Lowell's Poems,	1	3 00
Milton's Paradise Lost,	2	5 00
Pope's Essay on Man, and other poems,	1	2 50
Scott's Lay of the Last Minstrel, and 37 other poems,	1	3 00
Shakespeare's Hamlet and Julius Cæsar,	1	4 00
Shakespeare's King Henry Fifth,	1	2 00
Shakespeare's Romeo and Juliet,	1	2 00
Tennyson's In Memoriam, and other poems,	1	3 00
Whittier's Poems,	1	3 00
Longfellow's Birthday, by Julia R. Anagnos,	1	25
Commemoration Ode, by H. W. Stratton,	1	10
JUVENILE BOOKS.		
Script and point alphabet sheets, per hundred,	–	5 00
Braille Primer,	1	75
An Eclectic Primer,	1	40
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Youth's Library, volume 1,	1	1 25
Youth's Library, volume 2,	1	1 25
Youth's Library, volume 3,	1	1 25
Youth's Library, volume 4,	1	1 25
Youth's Library, volume 5,	1	1 25
Youth's Library, volume 6,	1	1 25
Youth's Library, volume 7,	1	1 25
Youth's Library, volume 8,	1	1 25
Anderson's Stories and Tales,	1	3 00
Bible Stories in Bible Language, by Emilie Poulsson,	1	3 00
Children's Fairy Book, by M. Anagnos,	1	2 50
Eliot's Six Arabian Nights,	1	3 00
Heidi: translated from the German by Mrs. Brooks,	2	5 00
Kingsley's Greek Heroes,	1	2 50
Little Lord Fauntleroy,	1	3 00
Little Women, by Louisa M. Alcott,	3	–

LIST OF EMBOSSED BOOKS — *Concluded.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Lodge's Twelve Popular Tales,	1	$2 00
Stories for Little Readers, by Emilie Poulsson,	1	40
The Blind Brother,	1	2 00
The Little Ones' Story Book,	1	40
The Queen of the Pirate Isle,	1	40
The Story of a Short Life, by J. H. Ewing,	1	2 00
The Story of Patsy,	1	50
What Katy Did, by Susan Coolidge,	1	2 50
MUSIC.		
A few German Chorals of J. S. Bach,	1	50
Burgmuller's Exercises,	1	75
Cramer's Piano Studies,	2	1 50
Key to Braille's Musical Notation,	1	35
Arban's Method for the Cornet and Sax-Horn,	1	1 00
Exercises in Harmony,	1	25
Forty-five Hymn Tunes,	1	50
Gurlitt's Studies,	1	75
Heller's Progressive Studies,	1	75
Opus 261, by Czerny,	1	1 00
Loeschhorn's Progressive Studies,	1	25
Musical Characters used by the Seeing,	1	35
Scala's Vocal Exercises,	1	50
Scherzo,	1	05
The Bridal Rose — Overture,	1	50
The Color-Guard March,	1	25
The Little Rose Waltz,	1	25
Twelfth Andante and Waltz, by Charles Bach,	1	10
Urbach's Prize Piano School,	2	4 00

N. B. The prices in the above list are set down per SET, not per volume.

LIST OF APPLIANCES AND TANGIBLE APPARATUS

Made at the Perkins Institution and Massachusetts School for the Blind.

Geography.

I. — Wall Maps.

1. The Hemispheres, ... size, 42 by 52 inches.
2. United States, Mexico and Canada, " " "
3. North America, ... " " "
4. South America, ... " " "
5. Europe, ... " " "
6. Asia, ... " " "
7. Africa, ... " " "
8. The World on Mercator's Projection, " " "

Each, $35; or the set, $280.

II. — Dissected Maps.

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2. Western Hemisphere, . . . " " "
3. North America, ... " " "
4. United States, ... " " "
5. South America, ... " " "
6. Europe, ... " " "
7. Asia, ... " " "
8. Africa, ... " " "

Each, $23; or the set, $184.

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Braille tablets, with metallic bed, . . .	"	1 50
Braille French tablets, with cloth bed, . . .	"	1 00
Braille new tablets, with cloth bed, . . .	"	1 00

PUBLIC DOCUMENT . . . . No. 27.

SIXTIETH ANNUAL REPORT

OF

C

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1891.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
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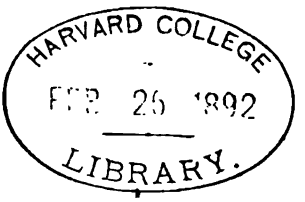
1892.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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Nov. 27, 1891.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the sixtieth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION

1891-92.

SAMUEL ELIOT, LL.D., *President.*
JOHN CUMMINGS, *Vice-President.*
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STANDING COMMITTEES.

Monthly Visiting Committee,

whose duty it is to visit and inspect the Institution at least once in each month.

1892.		1892.	
January,	EDWARD BROOKS.	July,	E. N. PERKINS.
February,	J. S. DWIGHT.	August,	W. L. RICHARDSON.
March,	W. ENDICOTT, Jr.	September,	L. SALTONSTALL.
April,	J. B. GLOVER.	October,	T. F. TEMPLE.
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June,	A. P. PEABODY.	December,	G. W. WALES.

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M. ANAGNOS.

MEDICAL INSPECTOR.

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Miss MARY E. RILEY.
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Miss LITA WESTON, *Printer.*

Miss ELLEN B. WEBSTER, *Book-keeper.*

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

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Brooks, Peter C., Boston.
Brooks, Rt. Rev. Phillips, Boston.
Brooks, Shepherd, Boston.
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Cochrane, Alexander, Boston.
Coffin, Mrs. W. E., Boston.
Colt, Samuel P., Bristol, R. I.
Comstock, Andrew, Providence.
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Coolidge, J. Randolph, Boston.
Coolidge, Mrs. J. R., Boston.
Coolidge, John T., Jr., Boston.
Coolidge, Mrs. John T., Jr., Boston.
Coolidge, Mrs. J. Templeman, Boston.
Coolidge, T. Jefferson, Boston.
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Crosby, William S, Boston.
Cruft, Miss Harriet O., Boston.
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Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Cunniff, Hon. M. M., Boston.
Curtis, C. A., Boston.
Curtis, Greeley S., Boston.
Curtis, Mrs. Greeley S., Boston.
Curtis, Mrs. Mary S., Boston.
Cushing, Thomas, Boston.
Dalton, C. H., Boston.
Dalton, Mrs. C H., Boston.
Darling, Cortes A., Providence, R. I.
Darling, Hon. L. B., Pawtucket, R. I.
Davis, Miss A. W., Boston.
Day, Daniel E., Providence.
Dean, Hon. Benjamin, South Boston.
Devens, Rev. Samuel A., Boston.
Dexter, Mrs. F. G., Boston.
Dillaway, W. E. L., Boston.
Dinsmoor, George R., Keene, N. H.
Doliber, Thomas, Boston.
Dow, Mrs. Moses A., Brookline.
Durant, William, Boston.
Dutton, Miss Lydia W., Boston.
Dutton, Miss Mary M., Boston.
Dwight, John S., Boston.
Eaton, W. S., Boston.
Eliot, Rev. Christopher R., Dorchester.
Eliot, Dr. Samuel, Boston.
Elliott, Mrs. Maud Howe, Boston.
Ellis, Rev. George E., D.D., Boston.
Ellis, George H., Boston.
Emery, Francis F., Boston.
Emmons, J. L., Boston.
Endicott, Henry, Boston.
Endicott, Miss Mary E., Beverly.
Endicott, William, Jr., Boston.
Ernst, C. W., Boston.
Evans, Mrs. Glendower, Boston.
Farnam, Mrs. Ann S., New Haven.
Faulkner, Mrs. Charles, Boston.
Faulkner, Miss Fannie M., Boston.
Fay, H. H., Boston.
Fay, Mrs. H. H., Boston.
Fay, Miss Sarah B., Boston.
Fay, Miss S. M., Boston.
Ferguson, Mrs. C. H., Dorchester.
Ferris, Mrs. Mary E., Brookline.
Field, Mrs. E. E. V., Milton.
Field, Mrs. Nancy M., Monson.
Fields, Mrs. James T., Boston.
Fiske, Miss Esther L., Boston.
Fiske, J. N., Boston.
Fitz, Mrs. W. Scott, Boston
Folsom, Charles F., M.D., Boston.
Forbes, John M., Milton.
Foster, Miss C. P., Cambridge.
Foster, Francis C., Cambridge.
Foster, Mrs. Francis C., Cambridge.
Foster, John, Boston.
Freeman, Miss Harriet E., Boston.
French, Jonathan, Boston.
Frothingham, Miss Ellen, Boston.
Frothingham, Rev. Octavius B., Boston.
Fry, Mrs. Charles, Boston.
Gaffield, Thomas, Boston.
Galloupe, C. W., Boston.
Gammell, Mrs Wm., Providence.
Gammans, Hon. George H., Charlestown.
Gardiner, Charles P., Boston.
Gardner, George A., Boston.
Gardner, Mrs. John L., Boston.
George, Charles H., Providence.
Gilbert, C. C., Boston.
Gill, Mrs. Frances A., Boston.
Gill, Mrs. Mary E., Worcester.
Glidden, W. T., Boston.
Glover, Albert, Boston.
Glover, Miss Caroline L., Boston.
Glover, Joseph B., Boston.
Goddard, Miss Matilda, Boston.
Goddard, T. P. I., Providence.
Goddard, William, Providence.
Goff, Darius, Pawtucket, R. I.
Goff, Darius L., Pawtucket, R. I.
Goff, Lyman B., Pawtucket, R. I.
Gooding, Rev. Alfred, Portsmouth, N. H.

Goodman, Richard, Lenox.
Goodnow, Mrs. Lucie M., Cambridge.
Goodwin, Miss A. M., Cambridge.
Gray, Mrs. Ellen, New York City.
Gray, Mrs. Horace, Boston.
Green, Charles, Boston.
Greene, Edward A., Providence.
Green, S. H., River Point, R. I.
Greenleaf, Mrs. James, Cambridge.
Griffin, S. B., Springfield.
Grover, William O., Boston.
Grover, Mrs. William O., Boston.
Guild, Mrs. S. E., Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston.
Hall, Miss L. E., Hanover.
Hall, Mrs. L. M., Boston.
Hall, Miss Minna B., Longwood.
Hall, Mrs. Martin L., Boston.
Hanscom, Dr. Sanford, Somerville.
Harwood, George S., Boston.
Haskell, Edwin B., Auburndale.
Haven, Miss Charlotte M., Portsmouth, N. H.
Haven, Miss Eliza A., Portsmouth, N. H.
Haven, Mrs. Lucy B., Lynn.
Hayward, Hon. Wm. S., Providence.
Hazard, Rowland, Providence.
Head, Charles, Boston.
Heard, J. T., M.D., Boston.
Hearst, Mrs. Phebe A., San Francisco, Cal.
Hemenway, Mrs Mary, Boston.
Herford, Rev. Brooke, Boston.
Hesseltine, Mrs. Francis S., Melrose.
Higginson, Henry Lee, Boston.
Higginson, Waldo, Boston.
Hill, Dr. A. S., Somerville.
Hill, Hon. Hamilton A., Boston.
Hill, Herbert E., Boston.
Hill, J. E. R., Boston.
Hill, Mrs. T. J., Providence.
Hodges, Dr. R. M., Boston.
Hodgkins, Frank E., Somerville.
Hodgkins, William H., Somerville.
Hogg, John, Boston.
Holmes, Charles W., Stanstead, Canada.
Holmes, John H., Boston.
Hooper, E. W., Boston.
Hovey, William A., Boston.
Howard, Hon. A. C., Boston.
Howard, Mrs. Chas. W., California.
Howard, Hon. Henry, Providence.
Howe, Henry Marion, Boston.
Howe, Mrs Julia Ward, Boston.
Howe, Mrs. Virginia A., Boston.
Howes, Miss E., Boston.
Houghton, Hon. H. O., Cambridge.
Humphrey, Benjamin, Boston.
Hunnewell, Francis W., Boston.
Hunnewell, H. H., Boston.
Hunnewell, Mrs. H. S., Boston.
Hutchins, Mrs. Constantine F., Boston.
Iasigi, Miss Mary V., Boston
Ives, Mrs. Anna A., Providence.
Jackson, Charles C., Boston.
Jackson, Edward, Boston.
Jackson, Mrs. Dr. J. A., Manchester, N. H.
Jackson, Mrs. J. B. S., Boston.
Jackson, Patrick T., Boston.
Jackson, Patrick T., Jr., Cambridge.
James, Mrs. Clitheroe Dean, South Boston.
James, Mrs. Julia B. H., Boston.
Jenks, Miss C. E., Boston.
Johnson, Samuel, Boston.
Jones, Miss Ellen M., Boston.
Jordan, Mrs. E. D., Boston.
Joy, Mrs. Charles H., Boston.
Kasson, Rev. F. H., Boston.
Kellogg, Mrs. Eva D., New York.
Kendall, C. S., Boston.
Kennard, Martin P., Brookline.
Kent, Mrs. Helena M., Boston.
Kidder, Mrs. Henry P., Boston.
Kilmer, Frederick M., Somerville.

Kimball, Mrs. David P., Boston.
Kimball, Mrs. M. Day, Boston.
Kinsley, E W., Boston.
Kramer, Henry C., Boston.
Lamb, Mrs Annie L., Boston.
Lamson, Miss C. W., Dedham.
Lang, B J , Boston.
Lang, Mrs B. J., Boston.
Lawrence, Abbott, Boston.
Lawrence, James, Groton.
Lawrence, Rev. Wm., Cambridge.
Lee, Henry, Boston.
Lily, Mrs. Amy H., London, England.
Lincoln, L. J. B., Hingham.
Linzee, J. T., Boston.
Linzee, Miss Susan I., Boston.
Littell, Miss S. G., Brookline.
Littlefield, Hon. A H., Pawtucket.
Lodge, Mrs Anna C., Boston.
Lodge, Henry C., Boston.
Long, W. H., Charlestown.
Longfellow, Miss Alice M., Cambridge.
Loring, Mrs W. Caleb, Boston.
Lothrop, John, Auburndale.
Lovett, George L., Boston.
Lowell, Abbott Lawrence, Boston.
Lowell, Miss Amy, Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C., Boston.
Lowell, Francis C., Boston.
Lowell, Mrs. George G., Boston.
Lowell, Mrs. John, Boston.
Lowell, Miss Lucy, Boston.
Luce, Matthew, Boston.
Lyman, Arthur T , Boston.
Lyman, J P., Boston.
Lyman, Theodore, Brookline.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Mackay, Mrs. Frances M., Cambridge.
Macullar, Addison, Boston.
Manning, Mrs. Mary W., Brooklyn, N. Y.
Marcy, Fred. I., Providence.
Marrett, Miss Helen M., Standish, Me.
Marston, S. W., Boston.
Marvin, Mrs. E. C., Boston.
Mason, Miss E F., Boston.
Mason, Miss Ida M., Boston.
Mason, I. B., Providence.
Matthews, Mrs. A. B., Boston.
Matthews, Miss Alice, Boston.
Matthews, Miss Annie B., Boston.
May, F. W. G., Dorchester.
McCloy, J. A., Providence.
Means, Rev. J.H., D.D., Dorchester.
Merriam, Mrs. Caroline, Boston.
Merriam, Charles, Boston
Merriam, Mrs. Charles, Boston.
Merriam, Mrs. D., Boston.
Metcalf, Jesse, Providence.
Meyer, Mrs. George von L., Boston.
Minot, Francis, M.D., Boston.
Minot, George R., Boston.
Minot, J. Grafton, Boston.
Minot, The Misses, Boston.
Minot, William, Boston.
Mixter, Miss Madeleine C., Boston.
Montgomery, William, Boston.
Morgan, Eustis C., Saco, Me.
Morrill, Charles J., Boston.
Morse, Mrs Leopold, Boston.
Morse, Miss Margaret F., Jamaica Plain.
Morse, S. T., Boston.
Morss, A. S., Charlestown.
Morton, Edwin, Boston.
Motley, Edward, Boston.
Moulton, Miss Maria C., Boston.
Neal, George B., Boston.
Nevins, David, Boston
Newell, Mrs M. Abbie, Boston.
Nichols, J. Howard, Boston.
Nichols, R. C., Boston.
Nickerson, Andrew, Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.

Norcross, Grenville H., Boston.
Norcross, Miss Laura, Boston.
Norcross, Mrs. Otis, Jr., Boston.
Noyes, Hon. Charles J., Boston.
Ober, Louis P., Boston.
Osgood, John Felt, Boston.
Osborn, John T., Boston.
Owen, George, Providence.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. Francis, Boston.
Parker, Henry G., Boston.
Parker, Richard T., Boston.
Parkinson, John, Boston.
Parkinson, Mrs. John, Boston.
Parkman, Francis, Boston.
Parkman, George F., Boston.
Parkman, John, Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D.D., Cambridge.
Peabody, Rev. Endicott, Groton.
Peabody, F. H., Boston
Peabody, O. W., Milton.
Peabody, Mrs. Robert S., Brookline.
Peabody, S. E., Boston.
Pearson, Miss Abby W., Boston.
Perkins, Mrs. C. E., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, Mrs. Richard, Boston.
Peters, Edward D., Boston.
Phillips, Mrs. John C., Boston.
Pickman, Mrs. D. L., Boston.
Pickman, Mrs. W. D., Boston.
Pierce, Hon. H. L., Boston.
Pierson, Mrs. Mary E., Windsor, Conn.
Potter, Isaac M., Providence.
Potter, Mrs. Sarah, Providence.
Pratt, Elliott W., Boston.
Pratt, Mrs. Sarah M., Boston.
Prendergast, J. M., Boston.
Quincy, George Henry, Boston.
Rantoul, Miss Hannah L., Beverly.
Reardon, Dennis A., Boston.
Reynolds, Walter H., Boston.
Rice, Hon. A. H., Boston.
Rice, Fitz James, Providence.
Rice, Mrs. H. A., Boston.
Richards, Mrs. Cornelia W., Boston.
Richards, Miss Elise, Boston.
Richards, Mrs. Laura E., Gardiner, Me.
Richardson, John, Boston.
Richardson, Mrs. M. R., Boston.
Richardson, William L., M.D., Boston.
Robbins, Royal E., Boston.
Robeson, W. R., Boston.
Robinson, Henry, Reading.
Rodman, S. W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Miss Clara B., Boston.
Rogers, Miss Flora E., New York.
Rogers, Henry M., Boston.
Rogers, Jacob C., Boston.
Rogers, Mrs. William B., Boston.
Ropes, John C., Boston.
Ropes, Joseph S., Boston.
Rotch, Mrs. Benjamin S., Boston.
Rotch, Miss Edith, Boston.
Russell, Henry G., Providence.
Russell, Mrs. Henry G., Providence.
Russell, Henry S., Boston.
Russell, Miss Marian, Boston.
Saltonstall, Henry, Boston.
Saltonstall, Hon. Leverett, Newton.
Saltonstall, Mrs. Leverett, Newton.
Sampson, George, Boston.
Sanborn, Frank B., Concord.
Sayles, F. C, Pawtucket, R. I.
Sayles, W. F., Pawtucket, R. I.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs Fred. R., Jr., Boston.
Sears, Frederick R., Boston.
Sears, Mrs. Knyvet W., Boston.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, NOV. 27, 1891.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the sixtieth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

SOUTH BOSTON, Oct. 14, 1891.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected: —

President — Samuel Eliot, LL.D.
Vice-President — John Cummings.
Treasurer — Edward Jackson.
Secretary — M. Anagnos.

Trustees — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Andrew P. Peabody, D.D., Edward N. Perkins, Leverett Saltonstall, S. Lothrop Thorndike and George W. Wales.

Mr. Henry Endicott was elected auditor of the treasurer's accounts in place of Amos T. Frothingham, deceased.

The name of Rev. Christopher Rhoades Eliot of Dorchester was afterwards added to the list of the members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,
Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 1, 1891.

TO THE MEMBERS OF THE CORPORATION.

GENTLEMEN AND LADIES: — We respectfully submit to you, and, through you, to the legislature of this commonwealth, the sixtieth annual report of the institution under our charge, for the year ending Sept. 30, 1891.

All matters relating to the pupils of the kindergarten will be separately treated under that head.

The restoration of our excellent director, Michael Anagnos, after a year wisely spent abroad, to his normal state of health and strength, has happily enabled him to perform the multifarious and difficult duties of his responsible office with all the zeal and assiduity, the wisdom and efficiency, which have been characteristic of his whole connection with the institution. His spirit has been felt throughout the year in all its quickening, shaping and uplifting energy. Indeed, the year has been, in many respects, the most prosperous in the history of the institution. The attendance has been regular; the school-rooms have been

comfortably filled; a feeling of harmony and good will has prevailed throughout the establishment, and its various departments have been scenes of earnest work and honorable effort on the part of those connected with it either as instructors or learners.

The total number of blind persons connected with the institution at the end of the financial year Sept. 30, 1891, was 208. Of these, 151 belonged to the parent school at South Boston, 36 to the kindergarten for little sightless children in Jamaica Plain, and 21 to the workshop for adults.

The health of the members of our six households has been exceedingly good. There has been no death, no very serious case of illness. With the exception of two cases of severe whooping-cough among the boys of the parent institution in the winter months, and three mild cases of scarlatina in the cottages for girls, from all of which the victims recovered speedily, our pupils have enjoyed perfect immunity from dreaded forms of illness. (The few cases which have occurred in the kindergarten will be mentioned under that head.)

2. The School.

The Perkins Institution is a school. It is not a charity, not an asylum, not merely nor mainly a shelter. Its central thought, its aim, its work, is educational. Education, in the most gener-

ous, complete, progressive sense, is its ideal. It studies and it labors to educate the blind, to make good in them so far as possible the loss of sight by such a quickening and harmonious development of the remaining senses and of all the faculties, physical, moral, intellectual, ideal and artistic even, as shall enable them to compete to fair advantage in the struggle for true life and standing in the world.

The scheme of education in our school has from the first been large and liberal and many-sided. Its problem has been to do justice to the whole nature of the pupil. Wholesome diet, clean and orderly habits, regular exercise and physical training on a judicious and progressive system, with one well-equipped gymnasium for the boys and another for the girls, with continual introduction of improved new methods, and latterly opening the way from exercise to use, by employing the hands in the use of tools and the practice of mechanic arts, — this is the foundation on which the whole culture rests. The fruit may be seen, as we said a year ago, in the bright, healthful faces, and the natural and easy carriage of the pupils.

With this, and largely through this, moral culture and good manners, cheerful ways of willing mutual service, obedience to teachers, habits of industry, both physical and mental, and a gain of self-respect, have been manifest with very few exceptions.

The work of our gymnasium, the whole physical training, and especially the practice of manual constructive industry, after the Sloyd system, have been carried farther this year than ever before. They will be carried still farther when the important addition to the main building, now in progress, shall be completed, offering much more room and many new conveniences. Of this a description will come later.

On such sound physical and moral training the intellectual discipline has rested and has kept on *pari passu*. It has been practical, enlarging to the mind, far-reaching, teaching the pupil to think, — to think for himself and know things experimentally. Lessons are not recited in the parrot way, mechanically and by rote. The meaning is required, and in the simplest language. The field of studies is wide and comprehensive, and the bounds of the curriculum are continually extended, yet in no vain, ambitious and pretentious way. The practical branches are made sure of first: reading from raised letters or from the Braille points, writing, spelling and arithmetic. Carelessness in spelling, — a tempting habit to quick finger-readers, — which cost some withholding of diplomas a few years since, has now been effectually cured. Arithmetic is very much a mental process with the blind, although they have their slates and types for the working out of larger problems. Early attention, too, is paid to any special branches

for which the blind have a peculiar aptitude, especially music, and which may be indispensable to the self-supporting power of the pupil when he comes out into the busy world. "In geography," as we have often said before, "these pupils are notably proficient, picking out from dissecting maps, countries and places as they are called for, describing their distinctive features, physical, political and social, their topography and climates, and telling the capitals of states and kingdoms with quick certainty." Whoever has attended one of our annual "commencements" must have noticed that a habit of distinct, clear, well-modulated utterance prevails in all their reading aloud, their declamation and recital. Higher themes of study, such as philosophy, poetry, history and ethics, find a place in the course, where pupils are found receptive. There is always one select class or more in literary history, in which the pupil's critical and analytic power is drawn upon to some extent.

As to the important, the almost central place which music occupies in the life and education of the blind, it is needless to repeat or amplify what has been said over and over in these annual reports. Suffice it to say that the instruction has been carried on as earnestly and wisely, as thoroughly and lovingly as ever, under the same devoted, admirable teachers, with Mr. Thomas Reeves, himself blind, at their head, assisted by

an efficient corps of seeing music-readers. The tuning of pianos, and even the regulation and repair of instruments, still goes on under the excellent instruction of Mr. J. W. Smith; and the pupils find still plenty of employment in private families and in the public schools of Boston. What more we have to say of the musical instruction at this institution will be found under the head of the commencement exercises. But first let us touch upon a very important subject.

3. Special Feature of the School.

The instruction and training of children who are deaf-mutes as well as blind is one of the special and most interesting features of our school, — found elsewhere in no school in America. Here it was, at this institution, that Dr. Howe achieved the greatest of his triumphs by breaking the triple wall of Laura Bridgman's mental prison, and bringing her out of darkness into light. Here was Oliver Caswell educated, receiving his very first lesson from the fingers of the same liberator; and it is natural that applications should come here from all parts of the United States for the admission of children who are the victims of this threefold affliction. We have now at the parent institution two of these children, — Helen Keller, who has reached the age of eleven, and Edith M. Thomas, who is two years older. Both are highly gifted and attractive little girls, and their develop-

ment, intellectual and moral, physical and social, has been extraordinary, surpassing belief, almost. In Helen it seems to be a case of genius. Her insatiable appetite for knowledge; her delight in each new fact learned, through the finger alphabet, from her intelligent, devoted teacher, Miss Anna Sullivan; her lively, often original, imagination; the enthusiastic, quick communication of her own thoughts through the teacher's fingers as by electric flashes; her copious vocabulary of several thousand words, remembered, spelt each with infallible correctness; her clear, tasteful, facile putting together of words in sentences; her command of what may fairly be called *good style* in all she writes, and the extensive correspondence which she carries on with hosts of friends by letter; the charming individuality, the freshness and the wealth of thoughts and fancies with which these letters teem, — all lend unspeakable interest to her development. But the moral beauty of it must be added. Conscience is deep-seated, sensitive in her; reverence lends its beautiful halo to her life. Her nature and her character are most affectionate, and generous and kind. Her sympathies flow out to all worthy objects. She delights in all her friends; it would seem that she never could have too many. She has an enthusiastic love of life, and seems to overflow with gratitude to the All-father. She manifests a joyful love of nature, a keen sense of birds and

flowers and stars and breezes, as if she saw, heard, smelled all like anybody else with all his senses. Is it an inner spiritual sense? Is it imagination? What is it? What the secret of it? Who knows? or who can predict what still higher heights this rare, this beautiful development is yet to reach?

Edith Thomas, of a graver and more practical, a less poetic and imaginative temperament, is also making wonderful progress, growing, strengthening intellectually and morally day by day. These, with two younger children who are at the kindergarten, and of whom mention will be made in the proper place, constitute a most interesting quartet of pupils, for whom no other school is open.

4. Commencement Exercises.

These were held as usual in Tremont Temple, in the afternoon of Tuesday, June 2, 1891, the president of the corporation, Samuel Eliot, LL.D., presiding. They have always been attended with an eager and a sympathetic interest; but this time the interest may be safely said to have surpassed that of any year before; for, although the exercises were long, lasting nearly three hours, and the hall was crowded, while the day was very warm, all sat patient, pleased, absorbed, as if unconscious that the time was passing, until the last chorus was sung; and many lingered, still reluctant to turn away from such a scene. Five young men and six young women graduated;

but younger pupils, and even little children of the kindergarten, and three of the four blind deaf-mutes, took part in the programme. The names of the graduates are Myrtie Anna Aldrich, John Joseph Clare, Mary Eva Clark, Thomas Charles Higgins, Mary Heustis Hoisington, Fanny Elizabeth Jackson, William Stephen Jenney, Edna Alzina Joslyn, Lillian Mabel Russell, Peter Francis Trainor, and George Augustine Washington. The programme was rich and piquant in variety and contrasts; not one number was found dull. It offered a fair résumé of the many-sided teaching of the school, its physical and musical training, only omitting arithmetic and mathematics, which would have been dry, and which no doubt the audience preferred to take for granted. The exercises were embowered in music, and we will let the "Transcript" of a few evenings later draw its lesson from it, before speaking of the rest: —

No one among the throng who filled Tremont Temple to the utmost on Tuesday afternoon, June 2, to witness the "Commencement" exercises of the Perkins Institution and Massachusetts School for the Blind, including the little children of the kindergarten at Jamaica Plain, — no one, at least, with any music in his soul, could fail to be impressed by the excellence, the beauty and the finish of the musical numbers in those exercises. They opened with an organ Fugue of Bach (D minor), followed by a brilliant, stately Marche Pontificale by Lemmens, tastefully and effectively played by a pupil, John J. Clare. The school has produced a number of accomplished organists, and their leading teacher, Miss Freda Black, herself

a pupil formerly, is an excellent exponent of Bach and Händel, as well as later composers for the organ.

The band of the institution, wholly composed of pupils, playing clarinets and flutes as well as all the usual brass instruments, gave a fine specimen of what tuneful harmony, what inspiring rhythm, and what nice contrasts of light and shade they can produce, in a long Jubilee Overture by Ch. Bach, — not the great, time-honored Bach, indeed, but one of the Bachs (or brooks) that run through shallower fields to-day. Yet this sightless band have also hours with the good John Sebastian; they play Bach chorals, with the four parts of their wondrous harmony carefully distributed among the instruments, under the judicious supervision of that excellent musician and devoted teacher, musical director of the institution, Mr. Thomas Reeves, blind leader of the blind. They love these chorals, and have played some of them in past years at these commencements. They are sung, too, with a devout interest, with a sincere partiality, by both boys and girls, who therein build upon a solid, fruitful musical foundation.

A duet, "The World Grows Fair," was sung by two young girls, Edna A. Joslyn and Fanny E. Jackson. This duet was the original composition of the latter. It had fresh melody, variety, and quite an elaborate and elegant pianoforte accompaniment. A two-part chorus for female voices, "Night of Joy," by Strauss, was purely, sweetly sung, and was applauded with sincere pleasure. It may be remembered here that formerly the singing of the blind, while it showed accuracy of ear, quick, fine musical apprehension, and facile execution, yet seemed to labor under a certain timidity of utterance and pallor of expression. It is not so now. Superior teachers, more experience, have put a freer, more assured expression, a more eloquent vitality into it. The closing chorus, by Rossini, set to the English words, "Hail to Thee, Liberty," was so inspiringly sung by boys and girls together that it was uplifting and

refreshing at the end of a very long programme for so hot a day.

There was also a solo for violin, De Beriot's Concerto in D, op. 16, by no means an easy task, but played artistically, as to intonation, bowing, double stopping, phrasing and expression, by Charles W. Holmes. And there was an instrumental serenade by Titt'l, in which flutes, clarinet, and strings blended harmoniously, as played by six lads bearing the names of Burnham, Clare, Higgins, Holmes, Morrison and Washington.

But the most significant and most surprising phenomenon was the interpolated exercise in harmony among a dozen little pupils of the kindergarten.

The theory as well as practice of the musical art is taught, too, carefully at the institution at South Boston. And let us add (for we have not done with Bach) that the music of the old Leipzig Cantor is not only taught there in the form of organ fugues and chorals; twice it has been our privilege, last year and this year, to hear fifteen or twenty of the boys, and fifteen or twenty of the girls, play upon the piano each a little piece by Bach, a fugue and prelude from the "Well-tempered Clavichord," a gavotte, a minuet, a sarabande, a gigue, a little duet with the violin. These were played with interest, with love, with cheerful emulation. Indeed, each young Bachian disciple seemed to pique himself or herself on the paramount worth and beauty of the piece falling to the lot of his or her performance. Each pupil would preface his interpretation by a verbal explanation of the character, the form, the key, the meaning, of the piece he was to play.

How many music schools, conservatories, academies, are building on so sound a basis of method and of taste as this school for the blind, mainly taught by teachers who themselves are blind? Some of them have post-graduate scholarships provided for them, and take piano lessons from Carl Baermann, singing lessons from such singers as Mr. George J. Parker and the like. Moreover, there is no class of listeners at the Music

Hall symphonies and oratorios, or the choice chamber concerts, who listen with more interest and profit than the parties of blind pupils who have often been so generously admitted. The favor is not wasted upon *them*.

For the second number of the programme two little boys, Peter Rasmussen and Willie Lynch, gave an example of reading by the touch, — a fair average example of the proficiency of the school. They first read a selection with which they were somewhat familiar ; then they read at sight from a poem, with clear voices and with good expression. The exercise in physics was by four young men, of about seventeen years of age, — Edward Bigelow, Harry Hodsdon, Henry Miles and John Morrison, — who took their stands at three tables placed at intervals upon the stage, and with a simple battery and two small Morse instruments they demonstrated the practical use of electricity in telegraphy. Messages were sent over the wire from one table to another by the young men, who proved themselves fair operators.

5. Exercise in zoölogy, by Edith Thomas (blind deaf-mute), Mary Brodie, Hattie Norris and Emma Carr. We copy from the "Transcript's" report: —

Edith, through her teacher, described the fox, — a stuffed one lying on the table before her, with a tail, which she said "felt like a caterpillar." The next girl had a skeleton of the fox, which she described very well. The next described the breathing apparatus, and showed her clay model of the lungs.

The next described the food system and the circulation, showing a model of the heart. The second girl described the nervous system, and then Edith told what class and order the fox belongs to. She retired laden with flowers and covered with modest blushes.

No. 7, closing Part I., was set down as an exercise in geography, but it was more than that, by two young girls. The first, Matilda Boyle, had sat for some time, during the previous exercises, modelling mountain ranges in clay, which she applied to a raised map of Europe upon an easel in one corner of the stage. After her clear and somewhat elaborate description of the mountain system of southern Europe, Helen Keller, who stood near with her teacher, her mind full of her theme, which was Italy, all she had heard and read about it, her face all aflame with enthusiasm, her fingers impatient to communicate, followed with what might be called a glowing and poetic rhapsody upon the sunny land. It was like a page from "Corinne" or an Italian improvisation. In the heat and vividness of her imagination her fingers flew with wonderful rapidity, faster almost than her teacher could voice the glowing sentences, while her expressive face and graceful, eager movements enhanced the eloquence of the inspired prose poem. It was all genuine, from the heart, and an imagination thoroughly possessed with what she was describing. It was an ardent inspiration, a feeling forth for Italy, to be

there herself and blend her being with it. The audience were spellbound. Murmurs of "wonderful, wonderful!" were heard all over the hall. It was all her own language, proving what a rich vocabulary this young girl of eleven years commands. (She has also, by patient manipulation, been taught to enunciate words and sentences aloud; but, for economy of strength, was not called on to show this.)

Part II., beginning with kindergarten exercises, of which hereafter, contained the always attractive exhibition of gymnastics and military drill. The girls, dressed all in white gymnastic dresses, went through many of the movements of the Ling system of exercise with beautiful precision, grace and freedom. The younger boys used wands; the older boys, in military blue, under their gallant colonel, won great applause by their soldierlike step and evolutions, and the handling of their muskets.

No. 5, the valedictory, by Mary H. Hoisington, was a thoughtful, tender, grateful review of their school life, in the course of which she drew an analogy between the qualities of a true poem and those of a good life. Here is the full text of the valedictory.

"Standing, with reluctant feet,
Where the brook and river meet."

Today, our hearts beat in unison with this thought from one of our own dear poets, as we stand between our bright school

days and the untried world. As the great tide of life rolls in upon us, we feel more than ever before its wondrous mystery; while we realize the need of some definite purpose to guide us safely down the ever-widening current.

The essential characteristics of a beautiful life seem almost coincident with those necessary to a beautiful poem.

Poetry has been called a passion for truth, beauty and power. These are the elements which we would blend in our life's purpose. We would be true to ourselves, and then we shall be true to others. We would be strong, having the power to meet difficulties and successfully to overcome them; and we would cultivate a love for the beautiful, as a source of truest pleasure and purest inspiration.

True poetry is spontaneous; it comes from the heart of the poet, and expresses his deepest feeling. The sighing of the wind, the song of a bird, or even the waving of grass in the breeze, will sometimes stir his very soul, so that he needs must write.

Our good deeds, like the poet's verse, must be spontaneous, coming directly from our hearts, being born of a true love for others.

We can see in all poetry one or both of two elements, — imagination and fancy. They seem like two sisters, sometimes wandering hand in hand, and sometimes straying away by themselves.

Imagination, the elder, is the more dignified, full of earnestness and deep feeling; but fancy is as light and frolicsome as a little summer breeze that dimples the surface of a brook, or sets the leaves on the trees to dancing.

It is imagination and fancy that idealize and beautify our lives, for what would the real world be without the imaginary?

Imagination and fancy are the wings on which the common, every-day facts of life are lifted to a higher level, and appear to us changed into forms of rarest loveliness.

At this season of the year, when everything is bursting into

new life and beauty, the whole world seems like one grand, sweet poem. As we listen to the manifold voices of nature, we find unity, variety, grandeur, beauty, which are the attributes of a true poem.

Our poets who have learned to understand nature's language, hear this grand unspoken poem, and put it into words, — translate it, as it were, so that all may read.

We would make our lives so pure and noble that nature will speak directly to us; and, if we cannot clothe her words in beautiful verse, as the poet does, yet may her teachings so enter into our hearts that we shall be worthy to form a part of nature's great poem.

To his Excellency the Governor, the legislature of Massachusetts, and to the corresponding representatives of the other New England states, we offer our most hearty thanks for having provided us with the means of obtaining an education, which places us upon an equality with others, and enables us to go forth, prepared to take up the duties of life.

Trustees: we wish to thank you for the kindly interest which you have always manifested in all that pertains to our school.

Director, teachers and matrons: it is to you we owe our deepest gratitude. What we are today is due largely to your wise teachings and timely counsels. You have shown us that we must not be satisfied with small attainments, but ever seek for the highest things of life.

Dear schoolmates: the memory of the happy days which we have spent together will always be most fondly cherished, and the strong ties of friendship which we have formed will serve to keep our hearts united through all the coming years.

Fellow-graduates: we have long walked together in close and loving sympathy. There have been difficulties to overcome; but the way has been made easy by our happy companionship, and now, as the time of separation draws near, there is a feeling of sadness in all our hearts.

One only of our loved classmates has passed away from our

midst, and gone to finish her course in the heavenly school Her work on earth is ended, but ours has yet to be done; and, as we go forth to find the special work waiting for each one of us, let us go with brave hearts; let us ever press onward and upward, proving ourselves true to our motto, *Semper aliquid melius*.

Then the diplomas were presented in an affectionate, impressive manner by the Rev. A. P. Peabody, D.D., who spoke as follows: —

My Young Friends: — We rejoice in what we have seen and know of your success, of your merited success in your school work. I wish every person here could know how much of heart and soul you have put into your work, how much of the most faithful industry you represent, now that you stand before us to receive these diplomas. And I want you to feel how much of heart and soul, of tender and faithful love, your teachers have put into their work for you. We feel that there is no nobler work on earth than they are doing; indeed, it is a work of love, and I will say that you will feel an obligation to return that love by being all they would have you be.

We have heard of truth and strength and beauty as the attributes of character which you are to cultivate. Be true to your own selves, to your own sense of right and duty, and for everything that is good and pure. Be strong, for you can all be strong; you will be strong as you put forth all the energy you have, and do your best, day by day, and that best will be better and better as long as God will let you live. You can grow constantly; you can improve day by day; you can at the end of each year be of greater strength and ability, of greater power and influence, greater power of usefulness, than you were at the beginning of the year. You can be beautiful also; you can lead beautiful lives. You know who has imparted a divine beauty to this life, and with your minds you can see

Him; you can trace His footsteps; you know how He lived, you know how He would have you live. Follow Him, and your lives will have the richest kind of beauty, — the beauty of holiness, a beauty that will grow more and more beautiful even; and the time will come when your eyes will open to the sight of the beautiful countenance of Him who lovingly waits for you, and you shall see and receive and know that which you have not known here.

It gives me the greatest pleasure to present to you, in behalf of these teachers and the trustees, these diplomas, which indicate your faithful work, and their testimony to your diligence and zeal; and I trust they will induce you to go on day by day in the same way, to the acquirement of greater power and usefulness.

5. Finances.

The following is a summary of the financial record of the year, the details of which will appear in the report of the treasurer: —

Cash on hand Oct. 1, 1890, ...	$60,415 35
Total receipts from all sources during the year, . .	230,051 19
	$290,466 54
Total expenditures and investments, ...	284,450 17
Balance, ...	$6,016 37

The expenses of the institution have been regulated by a wise economy, and have been kept strictly within the income; the decrease in the cash balance, as compared with that of last year, being due to judicious investments of funds not needed for current outlay.

6. Bequests.

Several donations have been received from friends of the institution, whose gifts have been enhanced by the spirit in which they were bestowed; and the receipt of three legacies have added largely to the available funds.

From the estate of the late Joseph Schofield $2,500 has been received in addition to the sum of $3,000 which was given to the kindergarten; from the late John N. Dix, Jr., $10,000, and from the estate of Mrs. Charlotte B. Richardson, $39,500, — a total amount of $52,000.

To the memory of these benefactors the institution owes a debt of special gratitude; for these funds enable the trustees to carry out certain improvements, the need of which has been pressing heavily and retarding effective work.

7. Improvements.

Foremost among these is the enlargement of library room for embossed books. This library is not only for the educational and literary needs of the pupils and officers of the establishment; it is also a lending library to the blind of New England, and even, in special cases, extends its benefits beyond this section. With the annual increase of publications from our own press and that of the American Printing House, shelf room was long ago exhausted, and volumes have been piled

upon the floor until they have accumulated to a height and breadth of several tiers. In this condition they are being injured; and many are so inaccessible as to be practically useless. Double the amount of space would barely suffice for the actual need of today, and before the close of this and with each succeeding year the increase of books will call for added accommodation. A large library has therefore become a necessity, and the trustees decided to erect a building on Fourth and H streets which should also contain the necessary teaching and practising rooms for the music department of the boys' school.

The limit of bedroom accommodation in the main building has nearly been reached; but this removal of the music department will leave the second story of the west wing vacant, and these apartments, utilized as dormitories, will afford ample room for the boys' school for many years to come. It is much to be regretted that no corresponding provision can be made for the increase of pupils in the girls' school, where the need is even greater. The only available resource for their accommodation is the erection of a building at the kindergarten, which will afford room for the younger girls.

In addition to library and music rooms, the new building will contain a large apartment for the instruction of several classes of girls in Sloyd, for which no suitable place could be made elsewhere. It will enlarge the gymnasium, and will supply

additional storeroom for household purposes, which has been greatly needed.

THE NEW BUILDING, which will be of brick, with granite trimmings, will have 238 feet of length on Fourth street and 90 feet on H street, with an average width of 26 feet. It will have four entrances from the ground, and will be directly connected with the first story of the main building by bridges from the east and west wings. There will be an arched driveway from Fourth street.

The greater part of the first story will be occupied by a gymnasium, 95 feet by 22, with a gallery 6½ feet wide for the whole length, and two large dressing-rooms. Adjacent to this is a room to be used for a Sloyd school. At the south-eastern corner there will be three spacious storerooms.

The second story will be devoted to the library, with a fireproof room for the preservation of valuable records.

The third story will belong wholly to the musical department. A large room at the west end will be fitted for use as a tuning and repair shop; and a similar room at the eastern end will be the teaching-room of the musical director. In the intervening space a corridor will open on either side into teaching and practising rooms. The room of the musical director will open into an ample apartment in the northern extension (on H street), which will be used for a musical library and for the practice of bands.

8. The Printing Office.

In addition to books for school use, the following works have been issued from the office during the past year: "Wordsworth's Poems;" "Whittier's Poems," Vol. II.; "Little Women," Vols. II. and III; "Janet's Repentance;" "The Man without a Country;" "A Christmas Dinner."

There have also been printed twenty-one pieces of Braille music, including a Potpourri from "The Huguenots," of forty-three pages.

The great superiority of the Braille (or "prick-point") system of musical notation is now generally admitted, and it has been intended at our office, not only to furnish music for our own school, but to bring within the reach of the blind of our country music which else can be obtained only from Europe.

The benefits of our office are not confined to our pupils, or our graduates, or our own section of the country. Ours is the only institution of the kind which supplies reading matter gratuitously for other persons than its own immediate pupils. From our office books are supplied to intelligent and deserving graduates of other institutions as well as of our own, and to blind persons even in distant cities.

Our printing office needs more room. A larger building would enable us to introduce improved methods, to arrange the work more advanta-

geously, and thus to economize labor, and to increase the number and the range of our publications.

9. Workshop for Adults.

During the year twenty-six blind persons have been connected with the workshop for adults, nineteen of whom are now employed. The shop has suffered to some extent from the general depression of business, and the mattress-making has slightly fallen off. The decrease of work in this line, however, has been made up by a considerable increase in the upholstering department. This trade involves a variety of work which demands sight, and, while it has given additional employment to the blind, it has also necessitated more seeing help. Notwithstanding the drawback of an unfavorable season and certain extra expenses, the results of the year show that the shop has not run behindhand.

The continued patronage of its customers is an indication of their satisfaction with the quality of the work done, and warrants us in soliciting increased custom for the benefit of the consumer as well as that of the producer. An increase of business will enable us to employ a greater number of blind persons to whom comparatively few occupations are open.

10. The Post-graduate Course.

Five years ago a committee was appointed to devise ways and means for establishing and

organizing a post-graduate course. The history of the blind plainly shows the expediency of such a course.

There is hardly a department of learning or science which has not had blind persons in its foremost ranks of success and eminence. When we consider that such persons have emerged from obscurity with the most scanty educational aid till they had shown themselves capable of self-help, it seems probable that their number would be greatly enlarged were their means and opportunities of early culture in various directions increased.

In this connection it should be borne in mind that the absence of the one sense that more than all the others distracts the attention, is favorable to concentrated thought and mental action on subjects adapted to call the intellectual powers into vigorous exercise.

No man ever rendered more valuable service as a naturalist than the blind Hûber, whose keen inward vision made him master of the entire field opened to him by other eyes than his own; but it was the intensity of his study in his favorite department in his early boyhood that made him blind.

Blindness will never prevent a man of real genius from obtaining the fame and the power of usefulness which he fairly deserves, if he can once be placed on the arena of competition. The only difficulty will be in his reaching by preliminary education the standing-ground from which he may

rise to fame; and the furnishing such education fittingly forms a part of the work of our school. To this end we need added branches of study with qualified teachers, scientific collections, models, and illustrative apparatus of various kinds.

One of the purposes to be held in view should be the preparation of boys and girls for our best colleges, or for the position of teachers. Another, and perhaps practically a more important purpose, should be the furnishing a thorough and scientific musical education for those capable of it. Thus our graduates may not only become performers and teachers, but may aspire to foremost places as proficients and adepts in the one art in which the absence of sight can be no obstacle in their way to eminence.

While much may be done in this behalf from the general funds of the institution, the plan can be fully organized, and conducted with due efficiency only by gifts or bequests for this special purpose.

11. Deaths of Members of the Corporation.

Since our last annual meeting the corporation has lost by death the following members: Mrs. John F. Andrew, of kindred spirit with her father, the late Nathaniel Thayer, in all works of love, one of whose last deeds of mercy was a fresh gift of a thousand dollars for our kindergarten; Mrs. Eleanor J. W. Baker, who has for many

years made her wealth a treasury for ample beneficence in more forms and ways than can be numbered, and who has not forgotten this institution in the numerous bequests which bear witness to the breadth and to the wisdom of her charities; Mrs. Eleanor Bennett of Billerica, of a family well known for its generosity; Samuel C. Cobb, than whom no man among us has been more, or more deservedly, honored for integrity, benevolence, and eminently judicious and faithful public service; Mrs. J. Malcolm Forbes of Milton, tenderly loved and deeply lamented by a large circle of kindred and friends; Amos T. Frothingham, who served our institution as auditor for many years, with the utmost assiduity and faithfulness; Rev. Frederick Frothingham of Milton, preëminently a Christian philanthropist; John Richardson Hall; Mrs. Zenas C. Howland; Oren S. Knapp, a recent but most valuable friend to the institution; Mrs. Sarah E. Lawrence, a constant friend and helper of those in need, privation and suffering; Henry Lippitt of Providence, R. I.; Daniel G. Littlefield of Pawtucket, R. I.; Augustus T. Perkins, respected for his large and liberal culture, and endeared by traits of character most prized where best known; Knyvet W. Sears, a worthy heir of a widely honored name; Charles F. Shimmin, held in the highest esteem in his business relations and in the nearer circles of his family and his friends; his heart and hand were in many

charities and philanthropic enterprises, and he was an ardent, helpful friend of culture, art and music; H. H. Thomas, Providence; Joseph B. Thomas; Royal W. Turner of Randolph, whose interest in the cause of the little blind children was repeatedly shown in a substantial way, and led him to bequeath to the kindergarten the sum of three thousand dollars; Anne Wigglesworth, full of almsdeeds and good works; George W. A. Williams; J. Huntington Wolcott, always a generous giver, whose life, enriched with the graces and virtues that make life beautiful, was in its influence, and will be in its memory, a perpetual benefaction to all who knew him; and Alexander Young, who by his sterling worth adorned his growing reputation as a journalist, a critic, and a man of letters.

All which is respectfully submitted by

JOHN S. DWIGHT,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

" Les ans peuvent naître et mourir;
Qu' importe à ceux que l'espérance
Anime et fait jouir d'avance
Des biens que le ciel doit offrir? "

Tremblay.

To the Board of Trustees.

Gentlemen : — In discharge of a duty prescribed to me by usage and precedent I beg leave to submit to you the annual report of the director for the last twelve months.

The year just closed has been one of general prosperity to the institution. A larger attendance of pupils than ever before, an entire freedom from untoward events, harmony of feeling and faithfulness of effort on the part of the instructors and officers in all the departments of the school, and increased success in educational work, have been its principal characteristics.

At the beginning of the past year the total number of blind persons connected with the institution in its various departments as pupils, teachers, employés and work men and women, was 201. Since then 38 have been admitted, and 31 have been discharged, making the total number

at present 208. Of these 151 are in the school proper at South Boston, 36 in the kindergarten at Jamaica Plain, and 21 in the industrial department for adults.

The first class consists of 137 boys and girls enrolled as pupils, 11 teachers and other officers, and 3 domestics. Of the pupils there are now 128 in actual attendance, 9 being temporarily absent on account of ill-health or from other causes.

The second class comprises 35 little boys and girls, and 1 music teacher; and the third 21 men and women employed in the workshop for adults.

During the past year the general health of the inmates of the institution has been remarkably good. There have been two cases of severe whooping-cough among the boys and three of scarlatina of a very mild form in the girls' department, but none of them resulted fatally. Our medical inspector, Dr. Homans, has discharged his duties with assiduity and regularity. He has responded promptly to our calls, and in dealing with children of various dispositions, fancies and whims, he has invariably shown sound judgment, uncommon tact and superior skill. During my absence in Europe he co-operated heartily with our noble matron, and rendered her invaluable assistance in all matters relating to the physical welfare of the household, and I avail myself of this opportunity to acknowledge our indebtedness to him.

As you propose to give in your own report to the corporation a detailed account of the work of the institution, and to make known its immediate requirements and pressing wants, with which you have been familiar by personal observation and through written statements submitted to your board quarterly, it is not necessary for me to treat of these subjects *in extenso*. Therefore I shall confine myself to a very brief review of what has been done during the past year, and devote my space mainly to a full description of the wonderful achievements of Helen Keller.

General View of the Work of the School.

"No endeavor is vain;
Its reward is in the doing;
And the rapture of pursuing
Is the price the vanquished gain."

Longfellow.

The various departments of the institution have been conducted with efficiency and a good degree of success, and the character of the work performed in them is practical, helpful, and well adapted to the required ends.

The usual curriculum, including the ordinary English branches, music, physical culture and manual training, has been pursued with excellent results.

Pains have been taken to develop the mental faculties, strengthen the bodily powers, improve

the moral nature and increase the capacities of the pupils. The success of these efforts during the past year has been almost without a precedent in the history of the school, and it may be fairly attributed to the devotion and industry of our teachers and officers, the self-forgetfulness which has guided their actions, the skill and patience manifested in their work, the tact and discretion shown in their dealings with the scholars, and the unparalleled harmony and hearty co-operation which have prevailed in every department of the institution.

The changes wrought in the appearance of the children and youth of both sexes after a short period of instruction and training at the school are generally striking and in some instances quite remarkable. The face which was destitute of expression is brightened by the light of intelligence; the physical system which was apparently incapable of animated or sprightly movement becomes elastic and full of life and spirit. Languor is succeeded by vivacity, listlessness by alertness, depression of spirits by buoyancy, weariness by liveliness, lassitude by alacrity, and indolence by activity. In many cases it would seem as if a cloud had rolled away, and as if the genial rays of the sun were imparting vitality, symmetry and beauty to the whole nature of the child.

These remarks, brief as they are, may serve

nevertheless as a fair sample of the nature of the history of the past year. Its evolution has been as quiet and unostentatious as the budding of the plants and the blooming of the flowers in spring time, and its course as even and smooth as the clear waters of a brook running through a peaceful valley under the shade of stately oaks and pines. Its pages and chapters are not made thrilling or gloomy by the recital of marvellous occurrences or great calamities, and the whole of its substance is so simple that it may be given in the words "health, peace, prosperity and success."

This is a very gratifying result of the year's work. But managers of public institutions are prone to be so much pleased with the results of their labors as to allow their bosoms to swell with exultation over their perfection and abundance. They are apt, while trimming the branches of a tree or gathering the fruit, to neglect the soil from which it draws its nourishment. They often fall into the error of congratulating themselves upon the performance of a certain amount of good and the exemption from misfortunes. They look with complacency on what they have accomplished, forgetting that the sin of shortcoming lies at their door, if they have failed to do all that was possible for promoting the cause committed to their care. Thus they are gradually allured into the habit of travelling within the narrow circle of daily duties

and formal routine, instead of advancing forward and upward.

Now, all human experience shows that such a course is very injurious. In some instances it is worse than this, — it is positively pernicious. It generally leads to inertia and stagnation by starving the spirit of invention and drying up the springs of activity ; and those who are entrusted with the education of youth, but most especially the instructors of the blind, should strenuously endeavor to avoid it. Instead of travelling in the ruts of old tradition with measured steps and countenances beaming with satisfaction, they should inscribe *excelsior* on the broad folds of their professional banner, and soar on the wings of tireless industry up to the higher regions of improvement and progress. They should always bear in mind that the success which crowns an effort is not merely a reward, but also a bond for greater exertion. They must never lose sight of the fact that the sum of each year's labors should be considered not as the top of a lofty hill upon which to rest permanently and raise laurels or build triumphal arches, but as another round in the ladder upon which to mount and plant the next step higher up still as a starting-point for yet higher climbing.

That I am able to report not only our exemption from illness and distressing mishaps and the continuance of the operations of the various departments of the school with regularity and efficiency,

but also the fact that the marks of improvement are stamped upon several branches of our work, is a cause of sincere rejoicing.

Manual Training.

"Work is the divine law of our existence."
Mazzini.

Manual training was adopted at this institution at the time of its organization as a very essential part of our scheme of education. It begins at the very commencement of our course of instruction, and is so closely allied to our school work that it constitutes one of the vital elements of the latter. It runs from the kindergarten upwards, and has proved to be one of the most effective agencies for placing our pupils in the conditions most favorable to physical and mental improvement and to the prospect of future independence.

In the early part of the school year the teaching of Sloyd work was introduced into both the boys' and the girls' departments, and it has already become a valuable adjunct to previous methods of manual training. Many of the pupils find real enjoyment in learning the use of tools and in making various familiar articles, and to some restless and perverse spirits the occupations it provides have become so interesting that they seem to forget their love of mischief.

A special series of progressive exercises and

models is arranged for our school by Mr. Gustaf Larsson, under whose able direction the teaching has been successfully conducted by Mr. J. H. Trybom. The series is not yet complete. The work of the year includes the following models, viz.: cutting-board, clothes-rack, box, shelf, corner-bracket, book-rack, footstool, bootjack, towel roller, picture frame, and knife box, in making which the pupils have learned the use of the splitting saw, back saw, mitre box, bench-hook, bit, flat file, hammer, nail set, counter sink, compasses, turning-saw, spoke-shave, screw-driver, half round file, marking-gauge, auger bit, cabinet scraper, rabbet plane, chisel and compass saw.

At the manual training exhibition, held in Boston April 9–11, in connection with the New England conference of educational workers, specimens of the work of our children on the first nine models were exhibited. They compared favorably with the work of seeing children, and were highly commended.

HELEN KELLER.

"She to highest hopes
Was destined, — in a firmer mould was wrought,
And tempered with a purer, brighter flame."

Akenside.

When the achievements of the nineteenth century shall be tabulated, the wonderful work of Dr. Howe will not be very far from the head of the column.

Save the traditional legends of supernatural miracles, there is nothing left on record to transcend such an astonishing height as was attained by the consummate skill which this knight-errant of humanity showed in the deliverance of Laura Bridgman from the dreadful prison of ever-enduring darkness and dreary stillness. The success of his courageous efforts to roll away the ponderous stone from the door of the sepulchre, wherein the faculties of this hapless human being were entombed, was a glorious triumph for our civilization and an incalculable gain for the philosophy of education. The commanding voice which said "come forth" to the buried mind of a blind deaf-mute, and was obeyed, reached the loftiest degree of eminence known to history, and made clear Dr. Howe's title to a prominent place in the pantheon of the benefactors of mankind. His demonstration of the possibility of such summons winning a response bound his brow with an amaranthine wreath of honor and fame, and inaugurated the commencement of a new and most beneficent era in the realm of science and the domain of philanthropy. The simple way of communicating with the outer world, which he discovered and with which he bridged across the chasm of ruined avenues of sense for the benefit of those —

"Whom the fates have mark'd
To bear the extremity of dire mishap," —

will stand forever a lasting monument to his supreme sagacity and patient perseverance, and a beacon light to those who follow in his footsteps and carry on the noblest of his works.

In exploring the densest forest and murkiest desert of misfortune, Laura's liberator — whom John Weiss did not hesitate to characterize in one of his essays as "an incarnate word of God" — proved himself an acute thinker, an original investigator, a bold pioneer, a second Prometheus. From sparks stolen from heaven he kindled the flame of intelligent life and knowledge in what else had been mere forms of clay, and brought these into communion with their fellow-creatures.

> "He waved a torch that flooded the lessening gloom
> With everlasting fire."

He became a valiant friend and august father of the most helpless victims of affliction, by devoting his prodigious energies and the vast resources of his ingenuity to their rescue from the horrors of life-long solitary confinement and perpetual isolation. He swept away the thick clouds that enveloped them, and revealed to them a vision of the possibilities of social intercourse and real happiness.

> "Like a star of life he rose on their night;"

and the tie which links him and them is of such pure and immaculate strength that it cannot be broken or violated. Obstacles were nothing to Dr.

Howe's genius, the essence of which consisted in heroic force of will and wisdom fired by love. He was well equipped with weapons for the accomplishment of great deeds, for his armor included —

> "Harmonious thoughts, a soul by truth refined,
> Entire affection for all humankind."

A firm believer in the sovereign potency of the mind, he plunged into the task of beating into dust the mountain of difficulties, and of obtaining the gem hidden under them with a dauntless spirit of resolution and without the least fear or doubt as to the ultimate issue. His undertaking was a wholly novel one. There was nothing on record that could be of help or service to him in his gigantic enterprise. He found no external indices to point out his course, no guides to direct his steps, no examples to imitate, no predecessors to follow. All seemed like a trackless wilderness before him; but he was determined to explore it and to complete the work which heaven left for man to do. He came out of it victorious, and opened a wide pathway for his successors and disciples to travel for all time to come.

> "All these did wise Odysseus lead, in council peer to Zeus."

Dr. Howe's act of discovery is the type both of the science and of the humanity of the present age, and his magnificent invention proved of inestimable benefit to mankind. Its abiding influence is spreading widely on both hemispheres,

and bears rich fruitage. The number of persons who have recently been saved from the terrors of intellectual and moral death, and are now enjoying the blessings of mental freedom and the invaluable advantages of education is larger than ever before, and is constantly increasing. Some of these are noted for special talents and marked abilities; but Helen Keller stands unquestionably first and foremost among them.

"Fair as a star, when only one
Is shining in the sky."

A Unique Story.

"I will a round unvarnished tale deliver."

Shakespeare.

The last authentic account of the rapid development and astonishing achievements of this most extraordinary child was given in these reports three years ago. Since then nothing of an official character has been published. We propose now to take up the thread of the recital where we dropped it in 1888, and to bring it down to the present day.

It is hardly necessary for me to state here that Helen's story, however imperfectly it may be told, is one of unrivalled interest. It continues to be as fascinating as a fairy tale. Although some of its points have been briefly touched upon in previous accounts, yet new incidents add freshness to its pathos and variety to its surprises, and render it a

narrative of absorbing interest, a rich treasury of wonders and an abundant source of inspiration.

Before proceeding any further in this sketch, we beg leave to repeat the assertion and renew the assurance that the facts embodied in it have been scrupulously verified and are entirely free from error and exaggeration, and that we vouch for their correctness in every particular. If they appear miraculous to some of the readers of these pages, let it be remembered that the little girl herself *is a marvel.* These are the precise words which one of the leading scientific men of America used when speaking of her at the end of a long interview with her. For many months this gentleman had been quite skeptical as to the truth of some of the statements concerning her linguistic and other attainments, and ready to cast doubts on them; but after conversing with her for nearly two hours, during which time he questioned her on various topics with his own fingers and in his own methods, he became convinced of the brilliancy of her mind and the superiority of her genius, and joined the ranks of her enthusiastic admirers.

General View of Helen's Individuality.

"She is most fair, and thereunto
Her life doth rightly harmonize."

Lowell.

Helen is a phenomenal child. She is in every sense a very remarkable person. Her gifts are

manifold. Her mind is as clear as her brain is fertile, while her heart flames with earnestness and glows with charity. She is the finest illustration of consecrated, unselfish, whole-souled devotion that childhood has ever offered to the vision of men or that of the gods. She combines largeness of view with subtlety of mind, breadth with keenness, vigor with delicacy, knowledge with geniality, tact with common sense, reason with warmth, enthusiasm with self-control. Noble aspirations, gentle manners, intense feelings, incessant thinking, native goodness, a passion for learning and self-improvement, a thirst for righteousness and a hunger for holiness, all unite in her to place her far above ordinary mortals. She is a manifestation of loveliness, the personification of generosity, the essence of amiableness.

"The spirit of a flower
With wings for flight,
Yet held by clinging roots
For our delight."

Helen's life is as perfect as a poem, as pure and sweet as a strain of music. She appears in the firmament of humanity like a new star, shining with its own light and differing from all others in glory, and seemingly independent of the rest of the host of heaven. As the seven colors blend and fuse in a ray of white light, so do choice intellectual endowments and rare moral characteristics enter into the composition of her being and

produce what seems to be a true genius. The following quotation from one of Mrs. Louise Chandler Moulton's poems applies to Helen's case with peculiar fitness: —

> "She is smiling as the smiling May,
> As gay at heart as birds that carol gayly
> Their sweet young songs to usher in the day;
> As ardent as the skies that brood and brighten
> O'er the warm fields in summer's happy prime;
> As tender as the veiling grace that softens
> The harshest shapes in twilight's tender time."

To give a full account of what Helen has accomplished during the past three years would require more space than I have at my disposal. I shall be obliged therefore to notice only such facts and incidents as constitute the sum and substance of her development, and show the chief features of her character, dividing my narrative into three distinct parts, in which the following subjects will be respectively treated: —

First. Physical growth, including health and temperament.

Second. Mental development and intellectual attainments.

Third. Moral nature and religious instruction.

I. Physical Growth.

> "Grows with her growth and strengthens with her strength."
>
> *Pope.*

During the past three years Helen has grown amazingly fast in body and mind alike. She

sprang up and advanced towards full stature and maturity with astonishing rapidity. She is now five feet and two inches in height and of symmetrical figure, and weighs one hundred and twenty-two pounds. Her physique is magnificent. Her active brain and great heart are sustained by an adequate material frame, which is so strong and pure that "her soul can do its message fitly" in it. Her head is finely formed, and decked with beautiful brown hair falling in luxuriant curls over her pretty shoulders, while the shape of her brow is indicative both of the capacious spirit that is lodged within and of the majesty of intellect which rises therefrom. Her countenance is beaming with intelligence and animation, and is rendered thereby extremely pleasant and attractive. Hers is not a face of perfect symmetry and beauty, but there blooms in it —

> "A most bewildering smile, — there is a glance
> Of such playfulness and innocence,
> That as you look, a pleasant feeling comes
> Over the heart, as when you hear a sound
> Of cheerful music."

Health and Temperament.

> "In primis valeas bene."
>
> *Horace.*

For several years Helen enjoyed most excellent health. She seldom complained even of the common ailments. She always ate heartily and

slept soundly. True, her intellectual energy was so tremendous that all medical men who came in contact with her were unanimous in considering it as dangerous to her physical well-being, and as boding evil consequences to her health; but this flowing mental activity, apart from being provided with an adequate safeguard in the buoyancy of her spirits and the joyousness of her temperament, was kept within proper bounds by prudent regulation of her hours of work, exercise and rest. A synopsis of the programme of her daily occupations and recreations is given in the following letter, which she wrote to her little sister on the latter's third birthday: —

South Boston, Oct 24, 1889.

My Precious Little Sister: — Good morning. I am going to send you a birthday gift with this letter. I hope it will please you very much, because it makes me happy to send it. The dress is blue like your eyes, and the candy is sweet just like your dear little self. I think mother will be glad to make the dress for you, and when you wear it you will look as pretty as a rose. The picture-book will tell you all about many strange and wild animals. You must not be afraid of them. They cannot come out of the picture to harm you.

I go to school every day, and I learn many new things. At eight I study arithmetic. I like that. At nine I go to the gymnasium with the little girls, and we have great fun. I wish you could be here to play three little squirrels, and two gentle doves, and to make a pretty nest for a dear little robin. The mocking bird does not live in the cold north. At ten I study about the earth on which we all live. At eleven I talk with teacher and at twelve I study zoölogy. I do not know what I shall do in the afternoon yet.

Now, my darling little Mildred, good bye. Give father and mother a great deal of love and many hugs and kisses for me. Teacher sends her love too.

From your loving sister, HELEN A. KELLER.

In a similar letter, which she wrote to me two weeks later, she speaks more fully of the same subject: —

SOUTH BOSTON, MASS., Nov. 7, 1889.

MON CHER MONSIEUR ANAGNOS: — Today is your birthday, and how I wish I could put my two arms around your neck and give you many sweet kisses; but I cannot do that, because you are far away, so I will write you a nice long letter, and when you come home I will give you the kisses.

Now, I am going to tell you something which will surprise you very much. I came to Boston three weeks ago to study with my dear teacher. I was delighted to see all of my friends again, and they were glad to see me. I miss you, and I hope you will come back soon if you are much better. I enjoy being at the Institution very, very much. I learn a great many new and interesting things every day. When you come home I shall be happy to tell you all about them. You must be sure not to forget how to spell with your fingers.

Mr. Rodocanachi came to see me Tuesday. He asked me to give you his love, and to tell you to write to him from Athens.

Last Thursday teacher and I spent the day with Dr. Eliot and Sammy. We had a pleasant time. Sammy is a beautiful little boy, and he is as playful as a kitten. Dr. Eliot says he should like to receive a letter from you. Will you please write to him?

My precious little sister is three years old now. She is growing very fast, and I think her very sweet and loving. She is quite lonely now, because she has no little sister to play with her. My poor grandmother died two weeks ago. It is very sad to die. Teacher does not know where grandmother is now.

Mother is much distressed and her heart is very sorrowful. I wish she could come to Boston, then I could comfort her. My pigeons, puppies, kitties and my dear little birds are all very well. The white pigeon has three tiny babies to take care of, and she is very busy finding food for her hungry family and teaching the timid pets to fly alone.

Teacher says she thinks you would like to know what I do every day. At eight I study arithmetic, and I enjoy it greatly. I can do some very difficult examples. At nine I go to the gymnasium with the little girls, and we play pretty games. I wish you could be here to see what splendid times we do have. At ten I study geography. Yesterday I found Athens on the map, and I thought about you. At eleven I have lessons in form, and at twelve I have zoölogy. The other day I recited in exhibition about the kangaroo. At two I usually sew, and at three I take a walk. At four and five I read, write and talk. I have just been reading about a beautiful fountain that rippled and sparkled in the bright sunshine and made sweet music all the long day. The pretty birds and tiny ferns and the soft mosses loved the beautiful fountain.

I was very glad to hear about Munich, and I hope you will tell me about the other cities you have visited. Teacher and all of your friends send their love. I send very many kisses and much love. HELEN A. KELLER.

These letters show that the time of the little student was fully occupied from morning to evening, and that she did not have much leisure for amusement; but the arrangement proved on the whole satisfactory, and everything went on well until the spring of 1890. About that period an undue pressure of work was put upon the child, taxing her strength to the utmost. This increase

of labor, accompanied by an unwarrantable stimulation to over-exertion, was both very unwise and unnecessary; and it is not difficult to imagine that the results were most injurious to her health.

During the summer vacation she had a fainting fit at home and was declining in strength; and on her return to school in the following November she was far from well. Nervousness and excitability were apparent in her conversation and in all her movements. She was very restless, and there was a sickly whiteness in her look. Her sleep was not as sound and unbroken as before, nor was her desire for food as normal. She was evidently in need of absolute freedom from mental exertion and of abundant rest and play, which alone could relax her mind and enable her to turn to study again with more vigor.

In consideration of these facts, it was immediately decided that she should cease to have regular lessons of any kind, and that she should spend several hours every day in diversion and in physical exercise both in the gynasium and in the open air. Helen found the injunction laid upon her studies so hard to bear that she made many earnest appeals for its removal or modification; but when she was told, in response to her frequent pleas, that it was not best for her to receive any instruction until she should be very strong, she acquiesced in this conclusion graciously and without a murmur.

Under these new regulations Helen improved

very rapidly; but when she was about to resume some of her studies, she was taken ill suddenly on the 13th of January last with scarlatina. Fortunately, however, the dread disease proved to be of a very mild form in her case, and from the third day of its appearance the little patient began to improve steadily, and was ready to leave her room in a few weeks. Since then her health has been thoroughly restored, and she is now as well as ever. During her illness her patience and thoughtfulness shone out in all their beauty.

Knowledge is peculiarly attractive to Helen, and she is very apt to go to excess in feasting on the fruit of its tree, if she is not properly guided and held in check. In her case restraint is needful, lest she drive the chariot of Apollo recklessly to her own hurt.

In temperament Helen is cheerful, merry, gay, full of life and jollity. In her playful moods she is not only appreciative of mirth but is often the cause of it. No mishap can subdue her liveliness. Even at times when she is disappointed at something or occupied with serious thoughts or penetrated with some distressing anxiety, her delightful springs of joy and fun bubble and brim with inevitable felicity. The "chord of melancholy," of which Thomas Hood speaks as inseparable from every "string attuned to mirth," has no existence in the harp of her life. However smooth the way of its victims may be made, a triple affliction like

hers is terrible, it cannot be otherwise; yet in Helen's case it has proved to be a battlefield, which has its heroine. True, like all others who are cruelly bereft of the principal avenues of sense, she is doomed to pass her life in total physical darkness and stillness; but through the thick, sullen cloud which surrounds her she "casts forward the eye of the spirit, and wakes in her soul the imaginative power which carries forth what is fairest, what is highest life."

Marked graciousness, intense longing for the beautiful, acute and winning sensibility, a gleeful disposition and an indomitable buoyancy, — these are the distinguishing qualities of her temper. There is a certain nameless attraction about Helen's personality, as perceptible as the perfume of a flower, and as elusive. She has an uncommon soul-power, which touches all hearts and leads them captive. She possesses two characteristics which do not often go together, — vigor and sweetness. Her gayety adorns her and at the same time serves to relax the tension of her nerves, which is inclined to be too great.

II. Mental Development.

"There is a child whom genius fires,
Whose every thought the god inspires."

Helen is an intellectual prodigy. In the ranks of precocious and brilliant children she occupies a most prominent position. She is a queen among

them, endowed with stupendous abilities, and ruling by the resistless might of her natural superiority. Her brain is ever aglow with self-kindled flame. It may be compared to an electric battery bristling with magnetic life. Hers is not a creeping talent; it is a soaring genius, — a true spark of the sacred fire, which the world does well to make the most of while it is alight. Exceptional fervor of temperament, rare intellectual vivacity, intense earnestness, — these are her primary characteristics. She has uncommon mental power. Hence her dazzling conquests in the field of learning.

As soon as Helen's mind burst forth from its triple incarceration, she began, like the eagle, to soar towards the sun. Since the restoration of her divine birthright of thought and human fellowship, her career has been a series of triumphs. In the course of four years she wrought great things and accomplished wonders. Her eagerness to pluck away the veil of ignorance that surrounded her, to enter the treasuries of nature and to become acquainted with the works of man and the causes of things, enabled her to acquire an immense fund of information, and to attain a quickness of apprehension and maturity of reflection seldom to be found in persons of her age. Her understanding is capable of conceiving the outer world and of painting in itself the invisible pictures of all objects.

Helen's mind is of the highest order. Its

activity is unremitting and its grasp most powerful. It neither tires nor faints in its travels in the regions of thought and knowledge. Like a lark, it soars far above our heads in search of what is beyond the range of ordinary perceptions, and each heaven attained reveals to her a higher one.

Helen is of Emersonian temper in the intuitional quality of her mind. She leaps to conclusions with startling rapidity. Things come to her by true inspiration; that is, by inbreathing. Her intellectual framework is teeming with energy and alertness. Here all is motion, quickness, change. No one can appreciate a situation with finer and more delicate instinct or understand things more quickly than she does, catching up their meaning instantly, and expressing it with preëminent happiness of insight.

> "Who can tell, when her ears were sealed,
> What harmonies appeased her soul
> With spirit's recompense for dole
> Of happiness that senses may yield?"

Helen's mind, winged by emotion, goes forth and gathers honey from the bloom of creations. Of all the divers intellectual natures with which I have ever been brought into intercourse, hers is one of the most fecund. The domain of her knowledge is incredibly ample and varied. She has made elementary studies in natural history, cosmography, mythology, biography and English

literature. Her stores of information are amazingly large. She may be fittingly called a little cyclopedia. She is always ready to discourse with fluency on plants and flowers, on animals and birds, on the blue sky and the heavenly bodies, on countries and cities, on mountains and rivers, on the Olympian gods and goddesses and the Greek heroes, on the landing of the Pilgrims and the battle of Lexington, on Leonidas and Washington, on Socrates and Emerson, on the Acropolis and the Capitoline hill, on Pompeii and Herculaneum, on Pheidias and Praxiteles, on Shakespeare and Byron, on Tennyson and Longfellow, on Andersen's tales and Miss Alcott's stories, on St. Peter's basilica and the cathedral of St. Mark, on Michael Angelo and Beethoven, and on innumerable other topics. Moreover, by constant exercise of her faculties she has acquired that capacity for viewing, assorting and arranging the facts within her knowledge, which is the essence of culture.

Helen delights in wandering in pastures new of knowledge, and her insatiable curiosity manifests itself in many directions. She is passionately fond of every branch of study, and her nimble fingers are constantly at work gathering information from various fields; but geography is her particular favorite. Foreign countries and their history and romantic traditions are peculiarly fascinating to her, and one of her sweetest dreams is to travel

abroad when she reaches the thirteenth year of her age, and to visit England and the continent of Europe and their potentates and rulers. On these subjects she expressed herself in the following charming letter, which I received from her while I was preparing to cross the Atlantic, and which gives also some idea of her knowledge of the different varieties of roses, and of her enjoyments at home: —

TUSCUMBIA, ALA., May 18, 1889.

MY DEAR MR. ANAGNOS: — You cannot imagine how delighted I was to receive a letter from you last evening. I am very sorry that you are going so far away. We shall miss you very, very much. I would love to visit many beautiful cities with you. When I was in Huntsville I saw Dr. Bryson, and he told me that he had been to Rome and Athens and Paris and London. He had climbed the high mountains in Switzerland and visited beautiful churches in Italy and France, and he saw a great many ancient castles. I hope you will please write to me from all the cities you visit. When you go to Holland please give my love to the lovely princess Wilhelmina. She is a dear little girl, and when she is old enough she will be the queen of Holland. If you go to Roumania please ask the good queen Elizabeth about her little invalid brother, and tell her that I am very sorry that her darling little girl died. I should like to send a kiss to Vittorio, the little prince of Naples, but teacher says she is afraid you will not remember so many messages. When I am thirteen years old I shall visit them all myself.

I thank you very much for the beautiful story about Lord Fauntleroy, and so does teacher.

I am so glad that Eva is coming to stay with me this summer. We will have fine times together. Give Howard my love, and tell him to answer my letter. Thursday we had a picnic. It

was very pleasant out in the shady woods, and we all enjoyed the picnic very much.

Mildred is out in the yard playing, and mother is picking the delicious strawberries. Father and Uncle Frank are down town. Simpson is coming home soon. Mildred and I had our pictures taken while we were in Huntsville. I will send you one.

The roses have been beautiful. Mother has a great many fine roses. The La France and the Lamarque are the most fragrant; but the Marechal Neil, Solfaterre, Jacqueminot, Nipheots, Etoile de Lyon, Papa Gontier, Gabrielle Drevet and the Perle des Jardines are all lovely roses.

Please give the little boys and girls my love. I think of them every day and I love them dearly in my heart. When you come home from Europe I hope you will be all well and very happy to get home again. Do not forget to give my love to Miss Calliope Kehayia and Mr. Francis Demetrios Kalopothakes.

Lovingly, your little friend, HELEN ADAMS KELLER.

Of all the parts of Europe in which Helen manifests a profound interest, there are two, Greece and Italy, which supply her mind with the most vivid pictures and with ample materials for a great variety of thought. The genial climate of these countries, their picturesque scenery, their classical antiquity, their celebrated monuments and art treasures, and the halo of fame and glory that surrounds them, captivated her fancy and became the warp and woof of some of the finest textures woven by the loom of her intellectual faculties. At the last yearly commencement of the institution, — which occurred on the first Tuesday of June, and in which she took a most

prominent part, — a brief description of the principal cities and towns of Italy was her chosen theme for the exercise in geography, which had been assigned to her. In speaking of the "land of song and flowers" she used most glowing and poetic language. Her account was given in a vivacious and spirited manner by the medium of dactylology, and was interpreted to an immense audience by the voice of her teacher who stood by her. The fingers of the child moved with the rapidity of lightning, and the words flowed from them at the rate of about eighty per minute, making a steady and continuous stream, not unlike that which is formed by the exodus of the bees from their hives on a pleasant spring day, when the blossoming trees and flowering plants invite them to gorgeous feasts.

The following is the complete text of Helen's recitation: —

Italy is a country rich in beauty, beautiful blue skies, lovely scenery; rich, too, in works of art, — grand cathedrals, beautiful paintings and statuary; rich, also, in poetry and music. Oh, Italy! lovely Italy! land of song and of flowers! How happy I shall be when I am old enough to visit her great cities, for books and friends' descriptions have made them dear to me! I shall go to Rome first, and touch the many ruins which tell of the power and magnificence of Rome two thousand years ago. I fear I shall be very sad when I touch the ruins of the Pantheon and the Coliseum, but I shall try to forget that I am living hundreds of years after the glories of Rome have vanished. I shall try to imagine that the great generals are passing

under the triumphal arches just as they did long ago, when Rome was the "mistress of the world."

There is something in Rome which is not in ruins that will interest me greatly. It is the wonderful, beautiful Basilica. I am sure that when I stand in St. Peter's I shall feel its beauty and majesty, as I feel the grandeur of the mountains when I am near them. The many palaces in Rome will also interest me. The Vatican is the most splendid of all. It is filled with rare works of art, which have been collected and preserved by the different Popes.

I wonder what Romulus would think if he knew that four of the seven hills on which the ancient city was built are now almost deserted; and how very strange it would seem to him to find Rome the peaceful capital of a united Italy.

After Rome, I shall visit Florence. Florence is another of Italy's famous cities. It is situated on both banks of the Arno, in a lovely valley surrounded by mountains. No city in the world has so many beautiful art treasures as Florence, and many of the world's greatest painters, sculptors and architects were her children. Opposite the Duomo, the largest and finest church in Florence, stands the Baptistery, with its beautiful bronze doors. I can hardly believe that mere doors can be so splendid as my friends tell me those of the Baptistery are.

From Florence I shall go to Venice. I like to think that Venice is a beautiful ship at anchor, — forever rocked and kissed by the gentle waves of the blue Adriatic. Venice is built on a cluster of small islands formed by canals, and connected by bridges. It is a very quiet city, for there are no horses there, except the wonderful bronze horses over the entrance to the San Marco. The gondolas glide lightly and gracefully along the canals, flitting under the great bridges like silent birds.

But we must leave Venice, lovely child of the sea, and hasten on to Naples. Naples is the most extensive city in Italy. It is situated on the northern shore of its own glorious bay. My

friends have told me how beautiful the scenery around Naples is, and I can easily imagine that it is a charming place, with its lovely villas perched upon the mountain sides, its woods, its terraced gardens, its towers and castles. And just outside the city Vesuvius, king of volcanoes, lifts his gigantic head, and at his feet lies the ancient city of Herculaneum, buried beneath the cinders and lava which rushed like a mighty river from the mouth of angry Vesuvius; and twelve miles distant from Naples sleeps Herculaneum's sister, Pompeii, which was overwhelmed and buried in the same way.

In the musuem at Naples there are many vases, bronzes and paintings which have been taken from the ruins of these cities. The king's summer palace is situated on the very summit of a hill that overlooks Naples. The Prince of Naples is named for his noble grandfather, Victor Emmanuel, and he will one day be king of this beautiful land. Is it not a wonderful inheritance?

This composition is masterful. It abounds in clever touches, in picturesque imagery, in forcible and felicitous expression. The ideas therein contained are poetical in their essence, and as such they glisten through the simplest words. They are the result of a flight of the intellect made by the aid of imagination's wings.

Helen's appearance on the platform was hailed with tremendous applause, and the enthusiastic reception accorded to her by the audience was an appreciative tribute to her extraordinary talents.

Doubtless there are numerous seeing and sightless children whose love of books is ardent, and who are very happy in their company; but none of them can excel Helen in this respect. Her place

is at the head of the line. She is an insatiable reader and a true worshipper of literature. She lives and moves and has her being in it. She thinks with Cowper, that —

"Books are not seldom talismans and spells."

She greedily devours every page printed in raised letters that falls into her hands. Her friends watch her with wonder as she crouches in a corner of the sofa absorbed in a book and turning over its leaves with energetic rapidity. In the course of a single day she can go through a whole story occupying a volume of moderate size, and then in the evening entertain the family circle by giving them an accurate account of it. This is what she actually did last winter, to the delight of her associates.

When a gentleman asked her whether she was a republican or a democrat in her political views and affiliations, she replied significantly: "I am on the fence. I must study civil government, political economy and philosophy, before I jump."

Helen is possessed of such an acute and penetrating understanding that nothing escapes her notice. Her faculty of remembering things is not less remarkable. The minutest details of history, chronology, zoölogy, biography, metaphysics, indeed, of any branch of study of which she has once become cognizant by means of the tips of her fingers or otherwise, she treasures in her

memory and uses at will. In this manner she gathers a vast amount of knowledge, and she often astonishes her teachers and schoolmates with startling remarks on various subjects. The following extract, copied from my memoranda, is inserted here as one of the numerous illustrations of this point, which could be given did space permit: —

Feb. 1, 1891. — I have just called on Helen to see how she was, and I was delighted to find her improving steadily. She was in excellent spirits, and as bright as she could be. She looked a little pale; but her countenance was very clear and her mind as brilliant as ever. Her first and most pressing question was as to whether I had decided to send to Pittsburg for little Tommy Stringer, and have him brought to Boston and placed under her special care and tutorship. "I will teach him and look after him," said she, with great emphasis. In pleading the case of this victim of triple affliction she was fired with an eloquent earnestness which was resistless. Nothing but a definite promise could satisfy and pacify her. When this was given she was overjoyed, and turned the conversation to other subjects. She asked me who Memnon and Sappho and Tantalus and Orpheus and Phidias and Amphion were. Evidently she had found these names in Mrs. Anagnos's poem, entitled the "Deaf Beethoven," which she had read in raised print, and wished to have a full explanation of all of them. After perusing this poem she made the following touching remark: "I am 'wedded to silence,' like the great master, but I am very glad that my teacher is not."

Helen has an extraordinary power of assimilating what she reads or learns by means of intercourse with others, of making it quite her own, and of reproducing it with her image and superscription.

In reading, as well as in ascertaining the qualities of all tangible objects which are within her reach, she uses her fingers unweariedly; but, when she arrives at the limit, beyond which the material organs cannot be of further service to her, she takes to the sensibilities that perceive more than the senses can, as the mariner launches from the creek to the bay, as the bird mounts from the twig to the air.

The following extracts from one of Miss Sullivan's letters, dated Tuscumbia, Ala., Sept. 13, 1891, show how strong is Helen's passion for books: —

. . . Sometimes the pony would step on a rolling stone and nearly throw Helen over his head, a performance which she enjoyed exceedingly. "Roguish pony," she would say, "you are getting very playful." Whether at home or on the mountain, she has a consuming passion for books. She seems to become less and less aware of her outward self. When left alone she will read and re-read for hours together the few books which form her little library. I think she is even more quiet, more thoughtful and imaginative than when you last saw her. She is quickly and deeply impressed by all that she reads. So marked is this quality that she seems to live a sort of double life, in which the scenes and characters she has read of are as real to her as the every-day occurrences and the people in the house. Yesterday I read to her the story of Macbeth, as told by Charles and Mary Lamb. She was very greatly excited by it, and said: "It is terrible! It makes me tremble!" After thinking a little while, she added: "I think Shakespeare made it very terrible, so that people would see how fearful it is to do wrong."

A few days ago we were gathering wild asters and goldenrod which grew on the hillside near the springs. Helen seemed to realize for the first time that the springs were all surrounded by mountains, and she explained it in such a pretty way. "Why!" she exclaimed, "the mountains are crowding around the springs to look at their own beautiful reflections."

One day she was riding on horseback with me, and nearly fell off while reaching out to catch the leaves as we rode along. When she was safely seated again I said, "You have been a naughty girl! How could I have gone home to mother without you?" "You need not have gone home to mother without me," she sobbed. "You could just as well have tied me up in a bundle and taken me home to my mother."

The following postscript, copied from a letter which I received from her during the summer vacation, gives an idea of her insatiable hunger for books, as well as of the kind of literature of which she is particularly fond: —

Will you please send me Bryant's poems and Evangeline? I have read all of my books over and over.

The two volumes mentioned in this requisition were sent to Helen without delay, and in a few weeks I received from her the following letter, which speaks for itself: —

TUSCUMBIA, ALA., Sept. 29, 1891.

MY DEAR MR. ANAGNOS: — I was overjoyed to get Evangeline. What a sad, sweet poem it is! I could not keep back my tears when I read how the happy homes of Acadie were made desolate. Are not these lines about Evangeline mournful? I think they will always make me cry: —

"Something there was in her life incomplete, imperfect, unfinished;
As if a morning of June, with all its music and sunshine,
Suddenly paused in the sky, and, fading, slowly descended
Into the east again, from whence it late had arisen."

If you read my letter to Miss Lane you know what I did while we were on the mountain. Oh, how I enjoyed the books teacher read to me! Reading new books is like making new friends. The days were bright and cool on the mountain, and I enjoyed the walks and rides through the woods with dear teacher. We were especially happy when the trees began to put on their autumn robes. Oh, yes! I could imagine how beautiful the trees were, all aglow, and rustling in the sunlight. We thought the leaves as pretty as flowers, and carried great bunches home to mother. The golden leaves I called buttercups and the red ones roses. One day teacher said, "Yes, they are beautiful enough to comfort us for the flight of summer." Sweet, wise Mother Nature thought we might miss the wondrous summer days, so she sent us September with

"Its sun-kis't hills at eventide,
Its ripened grain in fields so wide,
Its forest tinged with touch of gold,
A thing of beauty to behold."

Such amusing things happen sometimes. I will tell you what a little darkey said to father one day. One of the small calves swallowed a peach-seed, and father's hand was so large that he could not get it out. So he said to Pete, "Put your hand down the calf's throat and get the peach-seed." "Aint going to do any sech thing," said Pete. "I dun seed too many mens wid der hands bit off by calves."

Teacher says she has told you in her letter that we are not coming to Boston this year. I know you will miss your little bird, for you will seek for her in vain. Sunnier skies have whispered and beckoned your poor bird away. Somewhere she still is singing, but you will be sad when you pass her empty

nest. But listen, dear friend, while a secret I tell to you. Another springtime is coming after the snow has gone, and then your robin will come back to you.

I will write again soon. Please give my love to everybody, and kiss Tommy for me.

Lovingly, your own birdie, H. A. K.

Mental Faculties.

" She is endowed with the highest gifts,
The vision and the faculty divine."

Wordsworth.

Helen's mind seems almost to have created itself, springing up under every disadvantage, and working its solitary but resistless way through a thousand obstacles. It is enriched with an extraordinary set of powers and capacities, which are ever on the alert to serve it at its bidding and minister to its functions with alacrity and efficacy. Sense-perception, association, memory, imagination, comparison, abstraction, generalization and the reasoning power, — all these are developed and in a way to balance each other. They enable her to receive, revive and modify perceptions; to analyze, sift, weigh and compare impressions; and to produce ideas which reflect not dimness or pale moonlight, but effulgent solar splendor.

But, brilliant and magnificent as is the constellation of Helen's intellectual faculties, some of the stars that compose it differ essentially from the rest in grandeur and lustre. Unquestionably the

most luminous and resplendent among them are three, — quickness of perception, memory and imagination. These constitute the essence of her genius.

Quickness of Perception.

" How fleet is a glance of her mind!
Compared with the speed of its flight,
The tempest itself lags behind,
And the swift-winged arrows of light."

Cowper.

Helen is most exquisitely organized. The elements that enter into the structure of her being are of the nicest and most refined character. Her power of perception is as remarkable as ever. Its keenness is truly marvellous. It almost robs physical blindness of its sting. It enables her to recognize objects more quickly and to comprehend them more deeply and fully than ordinary seeing and hearing persons do. She perceives everything in a flash. Her sensibility is so fine that the slightest touch or influence on her frame acts like an electric spark kindling a flame in her mind, which is firmly held in blaze by it, and renders things clear to the thinking and active principle within her. Her intellectual sight is not only free from the dimness which Aristotle compares to that of an owl's eyes, but it is of unsurpassed sharpness and infinite reach.

Last spring Helen made at Abbot Academy in Andover a little visit, of which a detailed descrip-

tion was written for the Boston *Evening Transcript* by a special correspondent. In the following extracts from this interesting account several instances of her marvellous quickness of perception are related: —

This morning Helen was invited by the art teacher to the cast-room of Abbot Academy. Here she saw for the first time a head of Niobe, and upon passing her hands over the face, she at once recognized its expression of suffering.

Her acquaintance with the great names in mythology, history and literature became apparent in the examination of other casts. Two heads of Nero — one representing him as a child, and the other as an emperor — were most carefully examined and contrasted, and it was a sad wonder to Helen how such "a sweet and innocent child" could develop into the wicked man she knew Nero to have been. From the lips of the *man's* face she quickly read the dominant characteristic of pride.

She was much impressed by the thought and sorrow depicted upon the face of Dante. When the face was named for her, she said at once, "He was an Italian writer and lived in Florence." Later in the day, as if the face was still present in her mind, she asked her teacher what had brought grief into Dante's life.

Venus was joyfully recognized, and a head of Zeus suggested a vivacious recitation of the following Homeric lines relating to Athena: —

"She sprang of a sudden from out the immortal head, shaking her pointed lance; huge Olympus was shaken to its base under the weight of the gray-eyed goddess, and all around the earth groaned terribly."

In decided contrast to the casts of ancient sculpture was a baby figure of the renaissance period of art. This was examined with loving tenderness, while to every feature of its

face and form Helen applied descriptive words from a poem recently learned. As her hand rested upon the baby forehead, the words were —

> " A brow reflecting the soul within,
> Untouched by sorrow, unmarked by sin."

Helen showed much pleasure in receiving from the senior class of the school a cast of " The Lion of Lucerne," in remembrance of her visit. From the cast-room she went to a studio containing many articles used as subjects for sketching or painting. Here, as when among the casts, she exhibited an appreciative knowledge of whatever she examined. Very often one realized how poets' words had made things beautiful to her, as, for instance, when she examined a flax-wheel, and asked if the flax were blue, thinking of the poetical simile —

> " Blue were her eyes as the fairy flax."

It was most interesting to note Helen's examination of two quaint little figures, illustrative of the story of " The Brownies." Her teacher did not suppose that Helen had ever heard of hard-working fairies; but, when told about the brownies, she remembered the elves who had helped a poor shoemaker make shoes.

From Miss Sullivan's notes and memoranda I take the following extracts, which give additional illustrations of Helen's astonishing quickness in perceiving and associating ideas, as well as of her devotion to her pets and of her warm sympathy with all living creatures: —

One day, while her pony and donkey were standing side by side, Helen went from one to the other, examining them closely. At last she paused with her hand upon Neddy's head, and addressed him thus: " Yes, dear Neddy, it is true that you are

not as beautiful as Black Beauty. Your body is not so handsomely formed, and there is no proud look in your face, and your neck does not arch. Besides, your long ears make you look a little funny. Of course you cannot help it, and I love you just as well as if you were the most beautiful creature in the world." She left the donkey with a tender caress, and went to her pony, her whole face lighting up with admiration as her sensitive hand followed the graceful lines which seeing persons so much admire.

She was asked why an elephant was like a traveller. Without hesitating an instant she replied, "I suppose because he carries his trunk about with him." But I ought to say that the person giving the conundrum made a mistake at first, and asked, "Why does an elephant carry a trunk?" Helen laughed and said, "Because he cannot help it; you know it is grown to the end of his nose." She then made what she calls a "word puzzle" out of *conundrum*, which was this: "I am made up of three syllables; my first is a company, my second lives in seclusion and my third is heard in battle; altogether I am a puzzler."

Helen has been greatly interested in the story of "Black Beauty." To show how quickly she perceives and associates ideas, I will give an instance which all who have read the book will be able to appreciate. I was reading the following paragraph to her: —

"The horse was an old, worn-out chestnut, with an ill-kept coat, and bones that showed plainly through it; the knees knuckled over, and the forelegs were very unsteady. I had been eating some hay, and the wind rolled a little lock of it that way, and the poor creature put out her long, thin neck and picked it up, and then turned round and looked about for more. There was a hopeless look in the dull eye that I could not help noticing, and then, as I was thinking where I had seen that horse before, she looked full at me and said, 'Black Beauty, is that you?'"

At this point Helen pressed my hand to stop me. She was sobbing convulsively. "It was poor Ginger," was all she could say at first. Later, when she was able to talk about it, she said, "Poor Ginger! The words made a distinct picture in my mind. I could see the way Ginger looked; all her beauty gone, her beautiful arched neck drooping, all the spirit gone out of her flashing eyes, all the playfulness gone out of her manner. Oh, how terrible it was! I never knew before that there could be such a change in anything. There were very few spots of sunshine in poor Ginger's life, and the sadnesses were so many!" After a moment she added, mournfully, "I fear some people's lives are just like Ginger's."

This morning Helen was reading for the first time Bryant's poem, "Oh, mother of a mighty race!" I said to her, "Tell me, when you have read the poem through, who you think the mother is." When she came to the line, "There's freedom at thy gates, and rest," she exclaimed, "It means America! The gate, I suppose, is New York City, and Freedom is the great statue of Liberty." After she had read "The Battlefield," by the same author, I asked her which verse she thought was the most beautiful. She replied, "I like this verse best, —

> 'Truth, crushed to earth, shall rise again;
> The eternal years of God are hers;
> But Error, wounded, writhes with pain,
> And dies among his worshippers.'"

I do not think many children of eleven would have selected this verse. Her mind is so gifted by nature with capacities and powers that she is able to understand every possible variety of external relations.

It is extremely interesting to watch her while reading. The pages of the book she is perusing are paintings, to which her imagination gives color and life. She is at once transported into the midst of the events of her story. She rejoices when justice wins, she is sad when virtue lies low, and her face glows

with admiration and reverence when heroic deeds are described. She even enters into the spirit of battle; she says, "I think it is right for men to fight against wrongs and tyrants."

Helen seems to be endowed with an inner vision, which opens to her magnificent vistas of such beauties as are hid from common view. The light which beams within her is of such subtle quality, of such spiritual virtue, that it not only illumines but transfigures whatever it falls on, and wherever it strikes it reveals something of the mystery of her being. To her the two vast worlds of mind and matter are not made up of opaque facts, cognizable by the understanding, and by it handled grossly and directly. Things, conditions, impressions, are taken lovingly into her mind, and are made prolific there by the power of thought. She possesses more than usual emotional capacity, in combination with sensibility to the beautiful, and is thereby stimulated to mould and shape into fresh forms the stores gathered by perception and memory, or the material originated within the mind through its creative fruitfulness. It was the power and range of Helen's inner vision that made a most profound impression on Mr. Steadman, one of the noblest poets of America, and moved him to give utterance to his feelings in a beautiful poem, from which we extract the following lines: —

"Ours is the darkness — thine the light.
Within thy brow a glory plays;
Shrine, blossom, dewdrop, all are bright
With quenchless rays."

Memory.

"Hail, Memory, hail! in thy exhaustless mine
From age to age unnumber'd treasures shine!
Thought and her shadowy brood thy call obey,
And place and time are subject to thy sway!"

Rogers.

Helen is a true daughter of Mnemosyne. Her memory is one of her most powerful faculties. It is a kingdom in which she reigns supreme, — a paradise out of which she cannot be driven away. It furnishes her reasoning powers with food, and retains an infinite number of facts and impressions in perfect order. Its capacity is almost boundless and its tenacity fairly marvellous. Feelings, volitions, perceptions, thoughts, events, figures, names of persons and places, she remembers with remarkable vividness and distinctness. She never allows them to die in oblivion. She does not know the taste of the Lethean waters. Her mind is a vast repository of impressions and recollections, which are imprinted upon its texture like pictures upon the photographic glass. Images once made on it never fade or vanish. They are fixed therein so firmly that no lapse of time, nor nervous agitation, nor accumulation of work nor any other cause, can displace them.

Kant distinguished between three kinds of memory, namely, the mechanical, the ingenious and the judicious; and Helen's unquestionable

ability to learn by heart and to remember things either by introducing artificial connecting links among them or by means of their natural relation in thought, shows that she possesses all these three varieties.

From a very extensive record of well-authenticated instances of Helen's tenacious memory we cull the following: —

One day last winter, when talking to her about Munich and its environs, I told her that there were five bridges over the river Isar. "No," said she gently; "according to a letter which you wrote to me from Vienna there are only four." An examination of my memoranda proved that she was correct and that I was mistaken.

Again, in a lecture on Rome, which I gave in the hall of the institution to the members of our household, I said that, according to some of the most recent and reliable authorities, the height of St. Peter's cathedral from the pavement to the summit of the cross of the dome is 460 feet. No sooner was this statement conveyed to Helen by the fingers of her teacher than she remarked to the latter, "No, this number is wrong. The right one is 435." This last figure is the exact measurement of Carlo Fontana, which I had mentioned to her in one of my letters about Italy.

By perusing once or twice those of the poems of Longfellow, Whittier, Dr. Holmes, Lowell, Byron, Tennyson and others, which are printed in

raised characters, Helen learns many of them by heart and recites them with great fluency and spirit. Among the Christmas carols, which were published last year, there was one written by Dr. Brooks. This she committed to memory by having it read twice to her, and she could repeat it word for word.

These are only a few examples of the very numerous feats of Helen's wonderful memory, which are no less astonishing than those of the ancient Greeks mentioned by Plutarch; but both time and space forbid us to add more to the list, which might be lengthened *ad infinitum*.

The marvellous power of retaining in the mind such varieties and diversities of past events, thoughts and ideas is generally esteemed as a special gift, and not as an art nor as the result of training and practice; yet, to use Cowper's words, —

> "Much depends, as in the tiller's toil,
> On culture and the sowing of the soil."

But be this as it may, in Helen's case too much care cannot be taken to avoid overburdening and taxing any of her mental faculties too severely. We must not lose sight of the fact that Atlas was weary, and that even the camel rider has sense enough to allow the animal to rise when it has its full load.

Imagination.

" Above, below, in ocean and in sky,
Thy fairy worlds, Imagination, lie."

Campbell.

Helen's imagination is luxuriant. It is irrepressible, unconfinable. It is like a vast mirror of the mind, on which the images of external objects are reflected in perfect form and with astonishing velocity. By the aid of this faculty she projects her thought into the unseen universe, and discovers in it a multitude of charms that conceal themselves from the generality of mankind. As she is shut out to a very great extent from the real world, she creates an imaginary one for herself, and, with a power akin to necromancy, conjures glorious shapes and pictures and brilliant visions to make solitude populous and irradiate the gloom of the dungeon.

The development of Helen's imagination began at an early period of her education. As soon as her mind was freed from its confinement and exposed to the light and the air and the showers of heaven, the seeds of this faculty, together with those of the others, burst out and grew to maturity. The following extract from one of Miss Sullivan's letters bears testimony to this fact: —

Brewster, Mass., July 11, 1888. — There is a pine grove near our house, and while walking there yesterday Helen discovered two trees growing close together. What do you sup-

pose the little witch said while she was standing by them? She pointed to the larger of the two trees, and spelled with her fingers "husband." Then added that the smaller one was a "wife;" and the little shoots she called the "children of the trees." What do you think now of the little woman's imagination?

The study and perusal of books of science and fiction have without doubt furnished indispensable means and methods for the cultivation of Helen's imaginative faculty; but the special fields for its most active exercise have been found in geography, history and poetry. The condition of the earth in pre-historic times, its chemical, zoölogical and meteorological constitution, the plants and animals that grew or moved upon its surface, together with its relations past, present and future to other worlds, afford scope for the quickening and development of the most lively imagination. The annals of the human race also are filled with scenes of which Helen's mind never tires, while the immortal works of the great masters of verse, created under the influence of the power of the talisman which genius has placed in their hands, retain a steady hold upon her heart, and are to her eternal sources of inspiration.

Helen's writings show the fecundity of her imaginative power. They sparkle with perfect crystallizations of fancy's blossoms, which are sometimes huddled in clusters upon the blazing page. The following letter, which I received from

her last summer, illustrates the flights of her imagination, as well as the aptness of her metaphors and the energy of her expression: —

TUSCUMBIA, ALA., Aug. 8, 1891.

MY DEAR MR. ANAGNOS: — I shall not let this beautiful bright morning pass without writing to you, for I am sure you are wondering why the south winds bring you no pleasant news of Helen.

I have thought about you many times every day, and wished that you were here to share in the joys which have come to me. You know about the beautiful surprise which came to us on the "glorious Fourth," two days after I reached home. Oh, how I wish you could see the lovely, fragile little thing that is curled up in mother's arms! I do not think you would dare to touch baby brother yet, because, you see, he is so tiny and soft and weak that a tall man might hurt him. I have named him Phillips Brooks, for my good and dear friend Bishop Brooks. I hope little Phillips will grow up tender and wise and loving like his namesake.

We had a delightful time at Mr. Wade's. Archer and a little girl who was visiting him and myself had great fun playing with the donkeys, of which there were thirteen. We also rode horseback, and teacher and Mr. Jack had some very exciting races. I was very sorry indeed to leave my kind friends, although I was eager to get home. I found Mildred shy and merry, and as lovely as a summer morn. I had a great deal to tell mother of the dear, loved friends whom I had left in Boston, and of all the pleasant things which happened last winter. I was pleased to find my birthday letter waiting for me, and thank you for it and for the pretty gift which I received on my birthday from you. I found Neddy fat and lazy as a donkey can be. When he saw me he gave a queer little sniff, as though he would say, "Dear me! what a tall girl! I hope she does not expect me to carry her!" Eric is

very fond of teacher and me. She will not willingly be separated from us a moment. When I take my nap after dinner she lies down beside me quite cosily. She has the same intelligent, loving expression that I used to feel in poor Lioness's face. But now I am going to tell you something which will astonish you! I have a splendid new pet! A beautiful, high-spirited black pony! Oh, such fun! such fun as I shall have galloping over the fields on my Black Beauty! Mr. Wade gave him to me. I wish I could bring him to Boston, so that you could see me ride.

We have had the greatest quantity of fine fruit this summer, peaches, grapes, plums, watermelons, and in a few days the pears will be ripe. Teacher is downstairs helping mother preserve plums, and nurse little Phillips, for his nurse would not stay, and poor mother is not very strong, I fear. I do not know what I should do without teacher. When she is busy helping mother the hours seem very, very long to me; but I will not fret. As soon as she can she will come to me, and we will be happy, oh, so happy together! Mother says that I have a great deal to thank you for, and I do thank you and love you for all your goodness to me. I love you more because you sent my precious teacher to me than for everything else you have done for me.

We have had several thunder-storms this summer, and teacher and I watched from our window the great black clouds chasing one another swiftly across the sky, seeming to growl angrily when they met, and sending bright flashes of lightning at each other like swords. I liked to fancy that there was an army of warriors living on the planet Mars, and another army of giants living on Jupiter, and that all the noise and tumult was caused by a great battle going on between them. The rain, I suppose, which usually falls in heavy drops after one of these battles, shows that the warriors are sorry for their bad conduct, and are weeping over the distress they have caused. This thought made me feel more kindly toward them, and when I

found that the air was fresher and sweeter, the flowers brighter, the grass greener, and that the sun never looked so smiling and happy as he does when he brings us the glad news that the battle is over, why, I was grateful to the giants and the warriors for the battle.

I fear my writing is not very nice, but I hope you can read it without much trouble.

What do you hear about Tommy? I wish Miss Bull would write and tell me about him. I enclose the check which you sent for me to endorse.

I hope you are having a pleasant vacation. Little sister sends you a kiss and we all send our love. From your own loving little girl, with many kisses and hugs.

HELEN A. KELLER.

Such thoughts as are expressed in this letter can only grow in the soil of pure and large sensibilities.

When I was about to send my manuscript to the printer I received as a birthday present the following story, with the accompanying brief note. The story gives tangible proof of Helen's extraordinary imagination, as well as of the originality of her thoughts and ideas, the vividness of her descriptions, the elegance of her style and the tenderness of her feelings.

TUSCUMBIA, ALA., Nov. 4, 1891.

MY DEAR MR. ANAGNOS: — I shall send you to-day a little story which I wrote for your birthday gift. I shall think of you often on the seventh, and wish that I could give you a birthday kiss. Mother and father and teacher send love and best wishes for many happy returns of the day.

Lovingly, your own HELEN.

NOTE.

Since this report was printed I have received evidence through the Goodson Gazette of Staunton, Va., that the story by Helen Keller, entitled "King Frost," is an adaptation, if not a reproduction, of "Frost Fairies," which occurs in a little volume, "Birdie and his Fairy Friends," by Margaret T. Canby, published in 1873. I have made careful inquiry of her parents; her teacher and those who are accustomed to converse with her, and have ascertained, that Mrs. Sophia C. Hopkins had the volume in her possession in 1888, when Helen and her teacher were visiting her at her home in Brewster, Mass. In the month of August of that year the state of Miss Sullivan's health was such as to render it necessary for her to be away from her pupil for awhile in search of rest. During the time of this separation, Helen was left in charge of Mrs. Hopkins, who often entertained her by reading to her, and, though Mrs. Hopkins does not recollect this particular story, I presume it was included among the selections. No one can regret the mistake more than I.

M. ANAGNOS.

The Frost King.

King Frost lives in a beautiful palace, far to the north, in the land of perpetual snow. The palace, which is magnificent beyond description, was built centuries ago, in the reign of King Glacier. At a little distance from the palace we might easily mistake it for a mountain whose peaks were mounting heavenward to receive the last kiss of the departing day. But on nearer approach we should discover our error. What we had supposed to be peaks were in reality a thousand glittering spires. Nothing could be more beautiful than the architecture of this ice-palace. The walls are curiously constructed of massive blocks of ice which terminate in cliff-like towers. The entrance to the palace is at the end of an arched recess, and it is guarded night and day by twelve soldierly looking white bears.

But, children, you must make King Frost a visit the very first opportunity you have, and see for yourselves this wonderful palace. The old king will welcome you kindly, for he loves children, and it is his chief delight to give them pleasure.

You must know that King Frost, like all other kings, has great treasures of gold and precious stones; but as he is a generous old monarch he endeavors to make right use of his riches. So wherever he goes he does many wonderful works: he builds bridges over every stream, as transparent as glass, but often as strong as iron; he shakes the forest trees until the ripe nuts fall into the laps of laughing children; he puts the flowers to sleep with one touch of his hand; then, lest we should mourn for their bright faces, he paints the leaves with gold and crimson and emerald, and when his task is done the trees are beautiful enough to comfort us for the flight of summer. I will tell you how King Frost happened to think of painting the leaves, for it is a strange story.

One day, while King Frost was surveying his vast wealth and thinking what good he could do with it, he suddenly

bethought him of his jolly old neighbor, Santa Claus. "I will send my treasures to Santa Claus," said the king to himself; "he is the very man to dispose of them satisfactorily, for he knows where the poor and the unhappy live, and his kind old heart is always full of benevolent plans for their relief." So he called together the merry little fairies of his household, and, showing them the jars and vases containing his treasures, he bade them carry them to the palace of Santa Claus as quickly as they could. The fairies promised obedience, and were off in a twinkling, dragging the heavy jars and vases along after them as well as they could, now and then grumbling a little at having such a hard task, for they were idle fairies, and loved to play better than to work. After a while they came to a great forest, and, being tired and hungry, they thought they would rest a little and look for nuts before continuing their journey. But, thinking their treasure might be stolen from them, they hid the jars among the thick green leaves of the various trees until they were sure that no one could find them. Then they began to wander merrily about, searching for nuts, climbing trees, peeping curiously into the empty bird's nests and playing hide-and-seek from behind the trees. Now these naughty fairies were so busy and so merry over their frolic that they forgot all about their errand and their master's command to go quickly; but soon they found to their dismay why they had been bidden to hasten, for, although they had, as they supposed, hidden the treasures carefully, yet the bright eyes of King Sun had spied out the jars among the trees, and, as he and King Frost could never agree as to what was the best way of benefiting the world, he was very glad of a good opportunity of playing a joke upon his rather sharp rival. King Sun laughed softly to himself when the delicate jars began to melt and break. At length every jar and vase was cracked or broken, and the precious stones they contained were melting too, and running in little streams over the trees and bushes of the forest.

Still the idle fairies did not notice what was happening, for

they were down on the grass, and the wonderful shower of treasure was a long time in reaching them; but at last they plainly heard the tinkling of many drops falling like rain through the forest, and sliding from leaf to leaf until they reached the little bushes by their side, when to their astonishment they discovered that the raindrops were melted rubies, which hardened on the leaves and turned them to crimson and gold in a moment. Then looking around more closely, they saw that much of the treasure was already melted, for the oaks and maples were arrayed in gorgeous dresses of gold and crimson and emerald. It was very beautiful, but the disobedient fairies were too frightened to notice the beauty of the trees. They were afraid that King Frost would come and punish them. So they hid themselves among the bushes and waited silently for something to happen. Their fears were well founded, for their long absence had alarmed the king, and he mounted north wind and went out in search of his tardy couriers. Of course he had not gone far when he noticed the brightness of the leaves, and he quickly guessed the cause when he saw the broken jars from which the treasure was still dropping. At first King Frost was very angry, and the fairies trembled and crouched lower in their hiding places, and I do not know what might have happened to them if just then a party of boys and girls had not entered the wood. When the children saw the trees all aglow with brilliant colors they clapped their hands and shouted for joy, and immediately began to pick great bunches to take home. "The leaves are as lovely as the flowers!" cried they, in their delight. Their pleasure banished the anger from King Frost's heart and the frown from his brow, and he too began to admire the painted trees. He said to himself, "My treasures are not wasted if they make little children happy. My idle fairies and my fiery enemy have taught me a new way of doing good." When the fairies heard this they were greatly relieved, and came forth from their hiding places, confessed their fault and asked their master's forgiveness.

Ever since that time it has been King Frost's great delight to paint the leaves with the glowing colors we see in the autumn; and, if they are not covered with gold and precious stones, I cannot imagine what makes them so bright, can you?

HELEN KELLER.

If there be a pupil in any of the private or public grammar schools of New England who can write an original story like this, without assistance from any one, he or she certainly is a rare phenomenon.

Helen's imagination is not a thin flame kindled deliberately with gathered materials. It is an intense flash born unexpectedly of internal collisions. Independently of words or of pictures of actual objects furnished by perception, her fancy creates for itself scenes and images not less vivid than their tangible representatives. It is penetrative and far-sighted, bringing together things widely sundered, apparently diverse and opposite. It is broad, keen and soaring.

Helen's thoughts are far-reaching, and her nature is one of great depth. To use a phrase of Coleridge, she is an example of endless self-reproduction. She is often visited by those thoughts that come unsummoned out of the invisible like new stars, which out of the unfathomable deeps of the sky dart suddenly upon the vision of the watcher of the heavens.

Language and Compositions.

"Her even thoughts with so much plainness flow,
Their sense untutored infancy may know;
Yet to such height is all that plainness wrought,
Wit may admire, and letter'd pride be taught."

Prior.

Helen has a marvellous faculty for language, and the progress which she has already made in acquiring her mother tongue is matchless. It exceeds all the glowing anticipations of her instructors and the most sanguine expectations of her enthusiastic admirers. Her vocabulary has become immensely rich and varied.

The number of new words which she has gained during the past three years is incredibly great. She has learned them so fast and in such large groups that it has been found impossible to keep a record of their number. Her knowledge of them is very exact. She has mastered them in all their details, and is perfectly familiar with their spelling and definition, as well as with the various ways in which they should be employed in composition. She understands thoroughly the force of their meaning and the importance of their function as elements of human speech. Perhaps she does not realize fully the immensity of the power which Emile de Girardin ascribes to them, by saying that "a well-chosen word has often sufficed to stop a flying enemy, to change defeat into victory

and to save an empire;" but she shows excellent judgment and fine taste in selecting them.

Helen seems to have a special talent for language. She uses words with delicacy and precision, and suits them to the sense with unerring accuracy. She is led by instinct to perceive their fitness, to give preference to those which appear to her graceful and euphonious, and to avoid their opposites. Eagerly and apparently without conscious effort she frequently resorts to the fields of the synonyms and feasts on their varieties. She does this spontaneously, and not with any intention of conformity to the rules of rhetoric or the canons and requirements of elegant style, because she has never studied them nor has she ever been told anything about them. "The word *stingy* is harsh, and I do not like it," said she one evening. To my question, "what word would you use in its stead?" she immediately replied "*parsimonious*." She earnestly assured her devoted friend, Mrs. Hopkins, that, in speaking of the soles of her shoes, it was more appropriate to say *flexible* than *limber*.

Helen's admirable command of words and the various shades of their meaning, combined with the quickness of operation of her mental faculties, enables her to arrange them with ingenuity and compose numerous charades, puzzles, riddles and the like. Her facility and felicity in forming all sorts of *jeux de mots* are unequalled. Here is one

of her charades. If necessary, she could prepare at short notice a dozen of them, all bearing the mark of her cleverness; but we have room for only one: —

In storm, but not in thunder.
In tempest, but not in wind.
In hymn, but not in song.
In silent, but not in mute.
In compound, but not in mixture.
In cunning, but not in cute.
The whole a character in the Trojan war.

Helen expresses her ideas in clear, forcible, idiomatic English. There is nowhere on either side of the Atlantic a deaf person who can attempt to equal her in the correct and intelligent use of language. Her diction is immaculate, and it surrounds itself with a magnetic *aura* in which it seems to float. In all that she says and writes, the precision, the perspicuity and the fluency of her language impress themselves vividly on the auditor or reader. Her work is always perfect, and a keen artistic intelligence colors it in every aspect. Words, sentences and paragraphs are held closely and symmetrically together.

Sometimes the life of her finer nature is concentrated in a few lines, as in the diamond are condensed the warmth and splendor that lie latent in acres of fossil carbon. In her directness of language and broad-heartedness of manner Helen brings with her an air which, to use one of

Lowell's expressions, "blows the mind clear," and which is delightfully fresh and tonic, with a genial warmth in it reminding us that it has come from the sunny south.

Helen's letters abound with fine passages, which present her ideas and fancies in a form lucid, concentrated and clear-cut as a cameo. There is not only a striking appropriateness but a peculiar freshness in them, which indicates that her stream of thought flows from ample sources. Be the subject what it may, the reader is left under the double charm of matter and manner. Her character stands out from every page of her writings. Here are displayed her unchanging love for relations and friends, her sympathy with distress, her worship of nature, her adoration of beauty and goodness.

Let Helen speak through the following letters, in confirmation of these statements: —

TUSCUMBIA, ALA., Oct. 29, 1890.

MY VERY DEAR FRIEND: — I have some very good news for you. I wonder if you can guess what it is. But I cannot wait for you to guess; it is so very delightful I must tell it myself. I am coming to Boston next week! Is it not a beautiful surprise? Oh, how glad I shall be to see you, and all the dear friends! My heart beats quick with joy when I think about it. Shall you and Mrs. Hopkins be at the station to meet us? Teacher says you will not know me, — I am so tall; but you must observe my face carefully, and I think you will recognize me. I do not like for my friends not to know me, if they can see perfectly. I am glad when I think of meeting my friends

and playmates, but the thought that I must leave mother and father and darling sister, and my good, faithful dog and my donkey, makes me very sad. Is it not queer for a child to feel like laughing and crying all at once? But I remember that Mother Nature did the same thing last summer. One day we discovered that it was raining quite hard on one end of the porch, while the sun shone out brightly on the other end. It was an interesting phenomenon, was it not? And that is just what is happening in my heart, — it is raining on one side while the other side is bright with gladness. I have written a very sad story. It is about a newsboy, whose life was full of loneliness. Does it not make your heart mournful to think how many little boys and girls are poor and friendless? I wish I could be their little sister and help them. Mr. Brown wrote me about a little boy in Pittsburgh who is blind and deaf, and his parents are too poor to pay a teacher for educating him. He is only five years old. Will you please ask his parents to send him to your institution, and teacher and I will teach him. You must help me to make my little strange friend happy. Everybody is good to me, and my dear heavenly Father wants me to be more helpful for others. We are all well at home. Sunday was Mildred's birthday, — she was four years old. Mother is busy getting my clothes ready. Father has gone to see a sick gentleman at the hotel. Teacher is writing a report. I wish you could see the chrysanthemums, for they are beautiful now. October is nearly gone! It has been a lovely month, and we hate to have it depart. Please give my dear love to Miss Moulton and the rest of my friends.

Your loving playmate, HELEN A. KELLER.

To Mr. Anagnos.

SOUTH BOSTON, MASS., May 7, 1891.

MY DEAREST MOTHER: — I was delighted, as I always am, to receive your letter, but I was very sorry to hear that you and little sister were not well. I hope these beautiful May-days will make you both strong again. Please tell Mildred that,

although I could not understand her writing, I knew that her little letter was full of loving thoughts for me. I wish she were here, — I would like so much to take her to see Bishop Brooks and the rest of my dear friends. Did you know that they have made Mr. Brooks a bishop? I did not know what a bishop's work was until I had a nice letter from Bishop Brooks. He says a bishop is one who is appointed to take care that people shall be good and happy in the knowledge and love of their heavenly Father. I am glad that you read about our reception in the papers. I wish you and father could have been with us. Dr. Holmes and many other good and wise people came to see the little blind children in their happy home. Baby Tom was there, and he looked very cunning in his new sailor suit. Edith and pretty little Willie Robin were there too. Tommy climbed into everybody's arms, and the ladies and gentlemen were so kind to him that he must have thought the world was full of loving friends. Bishop Brooks told Tommy's sad story, and asked the people to see that Tommy was educated. After the entertainment was over many people gave me money. Now we have nearly seven hundred dollars, — enough for one year. Is it not nice? Tommy has been sick, but he is well now. His teacher is taking care of him. I do not think he has learned any words yet. He loves to climb much better than to spell, but that is because he has not learned what a wonderful thing language is. I have been to the theatre once, to see Mr. Richard Mansfield play "Beau Brummel." Do you know about Beau Brummel? He was a real person, and lived in England long ago. He was a very fastidious and fashionable gentleman. He spent a great deal of time over his toilet, and was thought to be the most elegantly dressed man in England. Even kings and nobles tried to do exactly like Beau Brummel. But he did not pay his debts, and those whom he owed had him put in prison. He died at the end of the play in a cold, dark garret, just as the king and his court were going to take him

away to London. Teacher and I spent Saturday and Sunday at Lexington with Mrs. Tyler. We had a beautiful time. The country was lovely. The peach, pear and cherry trees were all in blossom, and the air was sweet with the scent of growing things. As we rode along we could see the forest monarchs bend their proud forms to listen to the little children of the woodlands whispering their secrets. The anemone, the wild violet, the hepatica and the funny little curled-up ferns all peeped at us from beneath the brown leaves. Sunday morning we drove to Concord, and how shall I tell you of all the interesting things which we saw? We could not forget for a moment that we were upon the road along which Paul Revere galloped on the morning of April 19, '75, arousing the sleeping inhabitants, who hurried from the old houses on either side to die if necessary for their town which was being invaded by the British soldiers. First we passed the tavern which was Lord Percy's headquarters on that eventful day, then I touched the stone which marks the place where the minute-men assembled. This is what their captain said to them: "Stand your ground. Do not fire unless fired upon, but, if they mean to have a war, let it begin here." Next, we passed the well by the roadside where James Hayward met a British soldier, who, raising his gun, said, "You are a dead man." "So are you," replied brave Hayward, and both fired. The soldier was instantly killed and Hayward was mortally wounded. Was it not dreadful for people to kill each other like that? But I am glad that the brave minute-men were not afraid to die when it was their duty to fight. I know my father would have been one of them if he had lived then. Concord is a very pretty place, surrounded by blue hills which look like clouds in the distance. I was delighted to visit Concord, because it was once the home of those dear Alcott sisters we read about in "Little Women." We went all over the house, — not a beautiful house, but one I am sure you would love for the sake of dear, brave and loving Miss Alcott. I tried to imagine Amy making pencil drawings

all over the wall as she used to do long ago, and Jo writing by the window, while sweet little Beth sat by her, sewing, and Meg and John Brooks sat on the broad window-seat, chatting happily. I love the story more than ever, now that I have seen the place where the girls lived. We also saw Emerson's and Hawthorne's homes, and stood on the bank of the river where Hawthorne wrote the "Tanglewood Tales." On the south side of the river fell the first British soldier in the war of the Revolution, and on the opposite side stands a beautiful monument erected in memory of the men "who fired the shot heard round the world." But I must not stop to write any more. I must go to bed, for Morpheus has touched my eyelids with his golden wand. Give my love to father, sister and all my friends.

Lovingly, your little daughter, H. A. KELLER.

These letters, as well as all the writings of Helen, are full of an indescribable charm of their own. Her style is simple and easy, but strong and beautiful, — nay, at times it even approaches the sublime.

> "'Tis like the ladder in the patriarch's dream,
> Its foot on earth, its height above the skies."

It springs from her soul. It has the sheen that comes from the bright mind within, not the gloss that is imparted by mere outside polish. It is excellent because of the vivacity of her healthy and poetic feeling, of the nimbleness of her intellect, of her perfect sense of sequence and of her power of artistic expression. Somewhat unvarying it is, but only as the burden of a rippling stream is monotonous, flowing on from thought to thought in harmonious succession. For Helen

is an accomplished *mistress of the refrain.* Like her favorite harbinger of summer, the swallow, which from its circling flight has been styled by Michelet *l'oiseau du retour*, she loves to hover about and revisit some special phrase, the repetition of which serves as a suggestive undertone to her melody.

Some of Helen's compositions were read last spring to the pupils of one of the grammar schools in South Boston, not only as being remarkable achievements for a child laboring against fearful odds, but also as models of style worthy of imitation.

Oral Language.

"Hark! the numbers soft and clear,
Gently steal upon the ear."

Pope.

Eighteen months ago Helen achieved success in one of those wonderful undertakings which make her friends and acquaintances think that the age of miracles is not yet past. She succeeded in breaking the chains of mutism, and in learning to use her tongue in conversation. Her voice is no longer silent. The notes of that many-stringed lute have ceased to be hushed, and deep tones now take the place of the dumb signs of dactylology, and speak to us of hope and undaunted courage, of love and happiness, of faith and holiness.

Wonderful as are Helen's intellectual accomplishments, both in variety and magnitude, they pale before this the grandest of all her triumphs.

The history of this achievement is quite brief, and may be told in a few words.

In the month of June, 1888, Helen, accompanied by her mother, her teacher and myself, visited the Horace Mann school for deaf children in this city, and was shown what was going on there. She was then told, for the first time, that the pupils of that institution were trained to speak. This information excited her curiosity, and, although her ideas on the subject were quite vague, she made some effort to acquire the art of talking. By placing the fingers of one hand on the lips and those of the other on the throat of her friends, she learned to say *papa*, *mama*, *baby*, *sister*, and *teacher* quite distinctly. But she went no further than this until March, 1890, when she was told that there was in Norway a blind and deaf girl, named Ragnhild Kaata, who was taught to use oral language. The knowledge of this fact acted like a firebrand on her eager mind, and she became ablaze with earnestness and enthusiasm. While she was at the height of her excitement she said, "I shall learn to speak, too!" No sooner was this emphatic declaration made than she undertook the task of carrying it out. Or, as the ancient Greeks express it, —

Ἅμ' ἔπος ἅμα δ' ἔργον.

The principal of the Horace Mann school, on whom Miss Sullivan called with her little pupil for advice as to the course to be pursued in such a case, kindly volunteered her services. Her generous offer was thankfully accepted, and work began there and then. Helen entered upon this new enterprise with the fiery energy which, accompanied as it is by uncommon mental grasp, carries to a prosperous termination whatever she undertakes. Eleven lessons on the elementary principles of articulation constituted the total sum of instruction which she received from Miss Fuller. The rest was done by the child herself, with no other help except that of her own teacher.

Helen's genius was fitted for this emergency, and her will rose to meet it. She labored day and night, in season and out of season, in acquiring the power of making the sounds of words and in learning to pronounce them correctly. Her intensity of purpose, tireless activity and unyielding perseverance made the final success only a question of time, and it was achieved in less than a month. Her determination to learn to talk seemed like an inspiration, and it resulted in a complete triumph. She unloosed her tongue and broke her silence gloriously; and, when she began to give utterance to her feelings and thoughts in vocal tones, angels —

"Forgot their hymns to hear her speak."

In a letter dated May 24, 1890, Miss Sullivan gives the following account of Helen's progress in her studies in general, and of her learning to use oral language in particular: —

During the past year she has continued to acquire knowledge with the same eagerness and tireless perseverance which she has manifested from the beginning. "Tell me more," and, "I am curious about all things," are favorite expressions with her. In arithmetic, geography, zoölogy and botany she has done excellent work, — keeping up with girls four and five years older than herself, and always excelling them in recitation and composition. Aside from what she has learned in school and from books, she has increased her store of general information through contact with the best people in Boston. This year at the Institution has been invaluable to her. It has done more to enrich and broaden her life than many years of study at home would have done. But only those who see her daily can have any real conception of her wonderful development. When you hear of her latest achievement I think you will be ready to agree with me when I say that her development has been truly wonderful. Within the past six weeks Helen has learned to speak. Yes, I tell the truth. She can express her thoughts and joys in distinct and not unpleasant speech. The dear child's delight is unbounded, and, although she cannot hear the sounds that issue from her lips, she is willing to battle with the difficulties of pronunciation, simply that she may give pleasure to others. "My little sister will understand me now," is a thought stronger than all obstacles in the way of our little Helen. After making some one understand her, she turned to me with a [illegible] face, and said, "I am not dumb now!" [illegible] that you were here to watch each [illegible]

[illegible] that those around her [illegible] way from the

one that she used, and she would sometimes try to imitate the motions of our lips; but she never seemed to realize until last winter that the deaf children were taught to speak, although she visited the Horace Mann school when she was here the first time. Ever since last March, when she was told that a deaf and blind girl in Norway had been taught to speak, she has been eager to learn, and would not give me a moment's peace until I took her to Miss Fuller for advice and help.

It was about the 26th of March when she received her first lesson in articulation, and so eager was she to learn this new means of communication, that in one hour she mastered perfectly six of the elements in *m*, *p*, *a*, *s*, *t*, *i*. Miss Fuller has given her eleven lessons in all. She has acquired all of the elements, — not perfectly, for perfection must be the result of constant practice, but so well that she is easily understood. Her voice and pronunciation improve every day. Helen's great command of language and the ease with which she expresses her ideas have enabled her to learn speech more readily than ordinary deaf children do. Just as soon as she had mastered an element, the words in which it occurred presented themselves to her mind. Think of it! She achieved in less than two months what it takes the pupils of the schools for the deaf several years to accomplish, and then they do not speak as plainly as she does.

Helen's first articulate sentences were a pæan of victory and a psalm of praise.

In the *Academia delle Belle Arti* of Bologna one beholds in the midst of numerous masterpieces the famous picture of St. Cecilia, surrounded by four other saints. It was painted by Raphael in 1513, on the commission of Cardinal Lorenzo Pucci, for the church of S. Giovanni in Monte, and is one of the finest works of the great

master. It depicts most charmingly the impression produced by the celestial music. The youthful and beautiful patron saint of the divine art has just ceased playing the organ to her friends, and a heavenly echo falls upon their ears. Six angels, resting on the edge of a cloud, have caught up the melody and continue it by singing. So ravishing to them were the tones of an instrument touched by pure hands! Who can say that the unfettered voice of a blind and deaf-mute child, no longer fated to travel through life's long journey in perfect silence, is not as enchanting to the dwellers of the upper regions as were the solemn tones of St. Cecilia's organ?

The following letter, which I received from Helen on my arrival in Dresden, tells very interestingly and in a most accurate manner the story of the origin of her desire to learn to speak, and of her great delight in being able to use oral language: —

TUSCUMBIA, ALA., July 4, 1890.

MON TRES CHER AMI: — I am spending my vacation at my beautiful sunny home, with my loving parents and my darling little sister. I was so eager to see my friends that I could hardly wait for cars to take me to them.

My father and mother were delighted to have their little daughter home again, and to hear her speak. It was a beautiful surprise, for I had not written to them that I was learning to speak. Are you very glad that I can talk, and that everybody understands me? It is very nice to speak like all other people. I am so happy now! I never was so happy in my life before! When you come home you will take me in your lap and I will speak to you.

Teacher says she thinks you would like to hear how I first came to wish to speak with my mouth. I will tell you all about it, for I remember my thoughts distinctly.

When I was a little child a long time ago I was very sick indeed. Mother thought her little baby would not live, and she was very sorrowful. I did not die, but the cruel disease made me blind and deaf. It was very sad; do you not think so? But I do not remember about my illness, for I was only a wee infant. But after I got well I used to sit in my mother's lap nearly all the time, because I was very timid and did not like to be left alone for a moment. I would put my little hands on her face, because it amused me to feel her lips moving when she was talking, but I did not know then what she was doing. I did not know what talking was. I had forgotten all about it. I was very ignorant of all things. When I was a little older I used to play with some little negro children, and I noticed that they kept moving their lips just as mother did, and I would do it too; but sometimes it made me angry, and I would hold my playmates' mouths very hard. I did not know that it was wrong to do so. I could not understand why they did it. After that my dear teacher came to me, and taught me to spell with my fingers. Then I was overjoyed. You cannot imagine how happy we all were. I noticed that teacher moved her lips, and that everyone did the same, but it never made me angry any more, because I understood what my friends said to me, and I was very busy learning many wonderful things. Then I went to Boston to see you, and all of my dear friends; and you went with mother and teacher and me to the school for the deaf children. Teacher told me that they were learning to speak with their mouths. Then I was eager to learn myself, and I did learn to say mamma, papa, teacher and baby, but not very perfectly. I never thought that I should learn to talk like other people, until a very kind lady, who had taught Laura Bridgman when she was small, came to see me, and told me about a little deaf and blind girl she had seen in Norway, who

had been taught to speak by a very good and patient gentleman. I was delighted to hear about my little friend Ragnhild Kaata, because I knew then that I should speak too. My dear teacher took me to see a lovely and patient lady named Miss Fuller. She began right away to teach me, and in a very short time I had learned all the sounds. I think Miss Fuller was very kind to teach me, and I love her a great deal. I practise constantly with teacher, and she says that my voice grows stronger and more sweet each day.

It is very pleasant to have my great dog Lioness come to me when I call her. She is beautiful and strong and gentle. I hope you will let me bring her to Boston with me, — will you?

I wish you could see the pretty donkey that Mr. Wade sent me! What fun Mildred and I have riding him! His name is Neddy. You will laugh when you see me riding a donkey.

I missed you very much while I was in Boston, and I was sorry you did not come home in June. I love you very dearly, and I would like to put my arms around your neck and hug and kiss you. Dear little sister sends you a kiss, too, and mother and father send kindest remembrances.

Just before I left Boston I went to see our dear poet, Mr. Whittier. He was very kind to me, because he loves all little children, and that makes him gentle and patient and courteous.

Mr. Brooks is helping teacher tell me about the dear God. He is our loving Father, and we are his dear little children. He thought about us, and sent us here to love one another and be very happy together.

I hope you will be well enough to write me a long letter from Italy. I want to know about Naples, Rome, Venice and Florence. I have some beautiful blue beads that came from Venice. Now, dear friend, good-bye.

Lovingly, your little friend, HELEN A. KELLER.

Whether viewed from a historical or a psychological stand-point, this letter is of paramount

importance. It is the only one from which we get a glimpse of Helen's feelings, as well as of the state in which her mind was before she came in contact with the outer world and began to understand the nature of things.

Another letter, addressed to Mr. Morrison Heady of Normandy, Kentucky, indicates how great is her delight at her ability to talk: —

SOUTH BOSTON, MASS., Feb. 27, 1891.

MY DEAR UNCLE MORRIE: — Your little friend was delighted to receive a letter from you once more. She could not imagine what had happened to her dear Uncle Morrie. Your last letter never came to me, but I wrote to you twice, and when you did not answer my letters I thought you must be ill or else that you had gone to some other place to live. Of course I did not forget you. I never forget my dear friends. I love them too dearly for that. And now I have so much to tell you I hardly know what to write about first, for a great many things have happened to your little friend since you heard from her. But I think everyone likes pleasant surprises, so I will tell you something which will astonish you greatly. I am not dumb any more. I have really learned to speak. Oh, how happy I am to use my voice! Are you not glad you can speak?

Sunday was George Washington's birthday, and we celebrated it on Monday. I read a beautiful poem, "The Flower of Liberty," by my dear friend Dr. Holmes, and when I spoke some of it, the people clapped their hands because they were so glad that I could speak. I began to learn to speak last April, and I studied very hard indeed so that I could surprise my mother and father and all my dear home friends. I could hardly wait for the time to come for me to go home, I was so eager to speak to little sister, for you know she was too young to understand my fingers. Oh, how glad they all were to see

dear teacher and me, and hear their little daughter speak! But after I had been at home a short time I felt a very little sick, and we went away to a beautiful, cool mountain, near Tuscumbia, called Fern Quarry. It was so cool and pleasant on the mountain that I soon grew better. I did nothing except play with Mildred and my little cousin Louise, and ride my donkey. But now I remember you never heard about Neddy. A kind gentleman named Mr. Wade gave him to me, and also a beautiful mastiff. Neddy is the funniest and roundest little fellow you ever saw, and as gentle as he can be. He would carry me up the steep mountain paths and through the fragrant woods very carefully, and Lioness would run by his side. Neddy is at home now, and sometimes he sends me a bray. Poor Lioness was killed. It fills my heart with sorrow to think that I shall never see my beautiful pet again.

I came back to Boston last November, and I was overjoyed to see my dear friends and meet Mr. Anagnos again, for he had been away in Europe and I had not seen him for a long time. He is very kind to me, and I love him more than ever. To-night he is going to tell us what he saw in the beautiful city of Naples. Last Friday night he lectured about his dear motherland, Greece; but I could not go to the hall because I was not well enough. I have had the scarlet fever, so I have been obliged to stay in the house nearly all the time since Christmas. I am not quite all well yet, but I shall be soon. I am very sorry to say that Mr. Anagnos does not wish me to study at all, so I cannot tell you about my studies. I read as much as I can. I have finished "Little Women" and several other books. I love dear little Bethy the best. She was so gentle and unselfish, but she faded away in the last volume, and I could not keep back my tears. But I tried to think how happy Bethy was with the dear God, and how glad he must have been to receive such a lovely flower from our earth.

I read much about other lands, because you know I expect to travel some day and see the countries I read about.

Edith is a playful little girl, and loves to frolic as well as learn her lessons, and I think she is as happy as a kitten all the day long. Little Willie Robin is at the kindergarten, but I have seen her but once since she came. Mr. Anagnos often tells me about her. There is another little deaf and dumb child in Pennsylvania, named Tommy. Mr. Anagnos is going to have him come here as soon as he can. I shall write a letter to the children who see, and ask them to send their pennies to Mr. Anagnos, so that he can get Tommy a kind teacher, then the dear little boy's life will be full of joy.

I can hardly tell you which of the girls I love best. I love them all very dearly, and we have happy times together. Perhaps Sarah is a little the dearest. She is a sweet friend to me.

I see Miss Moulton sometimes, and I am sure she would send her love if she knew I was writing to you.

Mrs. Hopkins is teacher's and my mother, because she takes such good care of me while I am in Boston. But I cannot begin to tell you about all my friends, or I fear my letter would never end. My teacher, the nearest and most beloved of them all, sends you her love, and says she is very happy to hear that you are so well. And we both hope to hear from you often. Lovingly, your little heart, HELEN A. KELLER.

Mr. Heady, to whom Helen is greatly attached, is blind and deaf. He lost the sense of sight when he was sixteen years of age, and soon after, that of hearing. Nevertheless he is a man of letters and an author of merit. He has written, among other things, a most powerful and touching poem, entitled "The Double Night," from which we quote the closing stanza: —

"This death of sense makes life a breathing grave,
A vital death, a waking slumber!
'Tis as the light itself of God is fled,—
So dark is all around, so still, so dead;
Nor hope of change, one ray I find!
Yet must submit. Though fled fore'er the light,
Though utter silence bring me double night,
Though to my insulated mind
Knowledge her richest pages ne'er unfold,
And "human face divine" I ne'er behold—
Yet must submit, must be resigned!"

Doubtless Helen's well-known natural aptitude for linguistic pursuits has been of great assistance to her in her great task; but the key of her magnificent success is to be found in her resolute perseverance. This was inflexible. No matter how formidable were the difficulties that beset her path, she was determined to surmount them. One evening I found her laboring as hard as she could over the sound of the French diphthong *eu*, and she did not stop striving until she was able to pronounce it correctly in the word *dieu*.

Thus by constant practice and unremitting effort she has acquired a proficiency in the use of her vocal organs which is positively marvellous. Verily, her articulation is well-nigh perfect. There is no child in this country, either among those born deaf or among those who lost the sense of hearing before their second year, who can equal Helen in clearness of speech or in fluency of language. At the schools for the deaf in Milan and Zürich I heard several pupils talking more plainly

than she does; but nowhere else did I do so, either in Europe or in America. At the Clarke institution in Northampton, which is the oldest and the best of the purely oral establishments on this continent, the scholars enjoy superior advantages in many respects, and are as well trained in lip reading as are those whom I saw in Italy, Switzerland, Germany and France; yet there is not one among them whose articulation is as distinct as Helen's.

The sound of the voice of this wonderful child is far from musical; but in its deep monotones there is a tremendous pathos, which cannot fail to touch the heart of the auditor.

The story of Helen's unparalleled achievement is told in detail in the following account, which was prepared at my suggestion by her teacher. Miss Sullivan, after placing her manuscript in my hands, wrote me a letter saying that, as she had given away her notes on this subject before my request was made, she had been obliged to write wholly from memory.

ARTICULATION. — It was just three years from the day when Helen became conscious that she could communicate her physical wants, her thoughts, and her impressions through the arbitrary language of the fingers, to the time when she received her first lesson in the more natural and universal instrument of human intercourse, — oral language.

Previous to March, 1890, no effort whatever had been made to teach her to speak, and her only utterances were instinctive, like those of a young child. Her mental condition at the commencement of her education made the employment of tangible forms for the embodiment of her thoughts almost a necessity,

the two principal avenues of perception being hopelessly closed to her; and, as the manual alphabet appealed more directly and forcibly to her remaining sense of touch than any other known medium of communication, it was made the channel through which her ideas could flow. So proficient did she become in its use that ordinary spoken conversation could be communicated to her with comparative ease. Indeed, it may surprise those who have not been accustomed to think of the hand as an instrument of communication, to hear that this little girl could in a minute spell with her fingers eighty common words.

For three years the manual alphabet had therefore been Helen's only medium of intercourse with the outside world, and by means of it she had acquired a comprehensive vocabulary, which enabled her to converse freely, read intelligently, and write good idiomatic English. Nevertheless, the impulse to utter audible sounds was strong within her, and the constant efforts which I made to repress this instinctive tendency were of no avail. It did not occur to me that my pupil might possess unusual aptitude for learning articulation. I knew that Laura Bridgman had shown the same intuitive desire to produce sounds, and had even learned to pronounce a few simple words, which she took great delight in using, and I did not doubt that Helen could accomplish as much as this. I thought, however, that the advantage she would derive would not repay her for the time and labor that such an experiment would cost.

Moreover, the absence of hearing renders the voice monotonous and often very disagreeable; and such speech is generally unintelligible except to those familiar with the speaker. Even if Helen could learn to speak, I regarded her inability to watch the lips of others as an insurmountable obstacle in the way of her intelligent use of oral language. Too much stress, it seems to me, is often laid upon the importance of teaching a deaf child to articulate, — a process which may be detrimental to the pupil's intellectual development. In the very nature of things articulation is an unsatisfactory means of education;

while the use of the manual alphabet quickens and invigorates mental activity, since through it the deaf child is brought into close contact with the English language, and the highest and most abstract ideas may be conveyed to the mind readily and accurately. Helen's case proved it to be also an invaluable aid in acquiring articulation, as she was already perfectly familiar with words and the construction of sentences and had only mechanical difficulties to overcome.

Before describing the process of teaching Helen to speak, it may be well to state briefly to what extent she had used the vocal organs before she began to receive regular instruction in articulation. When she was stricken down with the illness which resulted in her loss of sight and hearing, at the age of nineteen months, she was fast learning to talk. The unmeaning babblings of the infant were becoming day by day conscious and voluntary signs of what she felt and thought. But the disease checked her progress in the acquisition of oral language, and when her physical strength returned it was found that she had ceased to speak intelligibly because she could no longer hear a sound. She continued to exercise her vocal organs mechanically, as ordinary children do. Her cries and laughter and the tones of her voice as she pronounced many word elements were perfectly natural, but the child evidently attached no significance to them, and with one exception they were produced not with any intention of communicating with those around her, but from the sheer necessity of exercising her innate, organic and hereditary faculty of expression. She always attached a meaning to the word *water*, which was one of the first sounds her baby lips learned to form, and it was the only word which she continued to articulate after she lost her hearing. Her pronunciation of this gradually became indistinct, and when I first knew her it was nothing more than a peculiar noise. Nevertheless, it was the only sign she ever made for water, and not until she had learned to spell the word with her fingers did she forget the spoken symbol. The word

water and the gesture which corresponds to the word *good-bye* seem to have been all that the child remembered of the natural and acquired signs with which she had been familiar before her illness.

As she became acquainted with her surroundings through the sense of feeling (I use the word in the broadest sense, as including all tactile impressions), she felt more and more the pressing necessity of communicating with those around her. Her little hands felt of every object and observed every movement of the persons about her, and she was quick to imitate these movements. She was thus able to express her more imperative needs and many of her thoughts.

At the time when I became her teacher she had made for herself upwards of sixty signs, all of which were more or less ingenious, and were readily understood by those who knew her. Whenever she wished for anything very much she would gesticulate in a very expressive manner. Failing to make herself understood, she would become violent and often uncontrollable. This shows that in the years of her mental imprisonment she depended entirely upon the natural language of the heart for knowledge of the outside world; and it is interesting to observe that, although abandoned at this early age solely to resources of hereditary transmission and imitation, she did not work out for herself any sort of articulate language capable of expressing the ideas which were evolved from her busy brain. It seems, however, that, while she was still suffering from severe pain, she noticed the movements of her mother's lips when the latter was talking; for she recalls some of these early impressions in a letter written to Mr. Anagnos.

For some time after Helen and I became constant companions we had no adequate means of communication, and the child was often thrown upon her own resources for amusement. She would sit beside me after a lesson, or wander restlessly about the house, making strange though rarely unpleasant sounds. When sitting, she would make noises, keeping one

hand on her throat, while the fingers of the other hand noted the movements of her lips. Occasionally she would break out into a merry laugh at some passing fancy, and then she would reach out and touch the mouth of any one who happened to be near her, to see if she or he were laughing also. If she detected no smile, she would gesticulate excitedly, trying to convey her thought; but, if she failed to make her companion laugh, she would sit very still for a few moments, with an expression so troubled and disappointed that I shall never forget it. She was pleased with anything which made a noise. She liked to feel the cat purr; and if by chance she felt of a dog in the act of barking, she would show great pleasure. She always liked to stand by the piano when some one was playing and singing. She would keep one hand on the singer's mouth, while the other rested on the piano, and she derived so much enjoyment from a performance of this sort, that she would stand in the position described as long as any one would sing to her; and afterwards she would make a continuous sound which she called singing. The only words she had learned to pronounce with any degree of distinctness previous to March, 1890, were *papa*, *mamma*, *baby*, *sister*. These words she had caught without instruction from the lips of friends. It will be seen that they contain three vowel and six consonant elements, and they formed the foundation for her first real lesson in speaking. During the latter part of the winter of 1889–90 she became gradually conscious of the fact that her means of intercourse with others were different from those employed by her little friends and playmates who were only blind; and one day her thoughts on this subject found expression in the following questions: "How do the girls know what to say with their mouths? Why do you not teach me to talk like them? Do deaf children ever learn to speak?" I explained that there was a school in Boston where deaf children were taught to speak, but that they could see their teacher's mouth and learn partly in that way. Here she interrupted me to say that she was sure she could *feel* my mouth very well.

A short time after this conversation a lady came to see Helen, and told her about little Ragnhild Kaata, a deaf and blind child she had seen in Norway, who had been taught to speak, and to understand by touching her teacher's lips what he said to her. Helen's joy over this good news can be better imagined than described. "I am so delighted," she said, "for now I know that I shall learn to speak too." I promised, if she would be patient, that I would take her to see a kind lady who knew all about teaching the deaf, and who would know whether it would be possible or not for her to learn to speak. "Oh, yes; I can learn," was her eager reply. "I know I can, because Ragnhild has learned to speak."

She did not mention the subject again that day; but it was evident that she thought of little else, and that night she was not able to sleep. She began immediately to make sounds which she called *speaking;* and I saw the necessity of correct instruction, since her heart was set upon learning to talk. Accordingly I went with her early in March to ask the advice and assistance of Miss Sarah Fuller of the Horace Mann school. Miss Fuller was delighted with the child's enthusiasm and earnestness, and immediately began to teach her to speak. This she did by letting Helen feel of her tongue, lips and throat while she uttered slowly and distinctly a simple combination of word elements, like *it*, *miss*, *kiss*, *me*, *see*, etc.; and so great was the child's natural capacity for learning to articulate that at the end of the first lesson she was able to pronounce distinctly the following sounds: *a*, *ä*, *â*, *ē*, *ĭ*, *ô*, *c* soft like *s* and hard like *k; g* hard; *b*, *l*, *n*, *m*, *t*, *p*, *s*, *u*, *k*, *f* and *d*. Hard consonants were and indeed still are very difficult for her to pronounce when occurring in connection with one another in the same word; she will often suppress the one and change the other, and sometimes she will replace both by an analogous sound with soft expiration. The confusion between *l* and *r* was very noticeable in her speech at first. She would repeatedly exchange the one for the other. The great difficulty in the

pronunciation of the *r* made it one of the last elements to be mastered. The *ch*, *sh* and soft *g* also gave her much trouble, and she does not yet enunciate them clearly.

She was not content to be drilled in single sounds or meaningless combinations of letters. She was impatient to pronounce words and form sentences. The length of the word or the difficulty of the arrangement of the letters never seemed to discourage her. When she had been talking for less than a week, she met her friend, Mr. Rodocanachi, and immediately began to struggle with the pronunciation of his name; nor would she give it up until she was able to articulate the word distinctly. Her interest never diminished for a moment; and, in her eagerness to overcome the difficulties which beset her on all sides, she taxed her powers to the utmost, learning in eleven lessons *all* of the separate elements of speech.

This task, I think, has never before been accomplished in so short a time. During these few weeks she was in a constant state of mental excitement, which finally affected her health seriously. In less than a month she was able to converse intelligibly in oral language. The child's own ecstasy of delight when she was first able to utter her thoughts and her joys in living and distinct speech, was shared by all who witnessed the achievement of this last and most remarkable of her undertakings. Her success was more complete and inspiring than even those had dreamed or expected who knew best her marvellous intelligence and great mental capacity.

She prefers to speak rather than to spell with her fingers, and is very much pleased when told by strangers that they understand her readily. She is now learning to read by touching our lips what we say to her, and is almost as quick at catching the meaning of words and phrases as we utter them, as she is at forming them for herself. She can even read in this way words in foreign languages with which she is not acquainted. She understands the necessity of close observation, and carefully notes the slightest vibrations resulting from articulation. Every day she makes fresh progress in the art of speaking.

Helen's attainments are so extraordinary that, judged by common standards, they appear incredible, and some of them have been characterized as myths. Intelligent people, and especially the teachers of the deaf-mutes, are disposed to question the veracity of what is said or written about them, and to consider these statements as fictitious. Dr. Job H. Williams, principal of the institution for the deaf-mutes at Hartford, Conn., was one of the doubters. He honestly believed that the reports concerning Helen's progress in language were "grossly exaggerated," and that her attempt at learning to talk was "the most absurd thing in the world;" but at the same time he was very desirous of ascertaining the exact facts in her case by careful investigation. At length his wishes were gratified. He had two long personal interviews with her, during which he conversed freely with her by means of his own fingers and by listening to her vocal utterances, and the result of these friendly meetings proved as disastrous to his skepticism as was the outcome of the encounter at Sedan to Napoleon's forces. He came, saw, heard, and became a captive under the sway of Helen's genius.

"Venit, vidit, audivit, victus est."

On his return to Hartford Dr. Williams gave a full account of his observations in the following article, which was published in the *Courant* of that city, Feb. 20, 1891: —

It was my privilege a few days ago to call on Helen Keller, the deaf and blind girl who has attracted so much attention among philanthropic and scientific people for the past three or four years. Much has been written of this marvellous child, — much that, judged by all ordinary standards of attainment of deaf-mutes, or even by the attainments of the occasional brilliant exceptions, seemed almost incredible. I must confess that before I saw her for the first time, a little more than a year ago, I could not believe that the reports concerning her progress in language were not grossly exaggerated; but after seeing her and talking to her myself through the manual alphabet, I was prepared to believe almost anything regarding her progress in that direction. I never knew of a child deaf at so early an age as was Helen (sight and hearing were both lost at the age of nineteen months through disease) who made such rapid progress in the knowledge of the English language. It was simply phenomenal.

But the greatest wonder was yet to come. Soon we heard that Helen was trying to learn to talk. That seemed the most absurd thing in the world. To think of teaching speech to a child totally deaf and blind was preposterous; yet that seemingly impossible thing has been done. The age of miracles is not yet past.

Last Monday morning I sat down beside her and carried on a running conversation concerning a great variety of subjects for nearly half an hour, and during all that time her part of the conversation, which was animated and sprightly, and full of fun, was conducted entirely by speech, and speech so distinct that I failed to understand very little of what she said. She seemed never at a loss for language to express an idea, nor even to hesitate in giving it orally. It was an intelligible speech in a pleasant voice, and it was wonderful. In the course of our conversation Helen informed me that she could play on the piano, and when I asked her to play she sat down and played an air of a little song with her right hand, playing

the same part with her left hand an octave below. It would hardly pass for first-class music, the time not being very accurate, but it was music. Then at my request she sang for me a line of the song she had just played, and the singing was more accurate in time, though less so in tune, than the playing.

Her memory is as remarkable as her grasp of language and her power of speech, and probably is the chief source of her success in both these. She grasps an idea almost before it is given, and once hers it seems ineradicably fixed in her memory. A few days ago a book of poems printed in raised letters was presented to her. She opened it and read the first poem over twice, reading it aloud as she passed her fingers over the lines. Then the book was laid away and not referred to again until the next day, when it was found that she could repeat the whole poem of seven stanzas of four lines each, without missing a word.

Laura Bridgman was a brilliant example of what may be accomplished under great difficulties. Helen Keller is a prodigy. There is no one, nor ever was any one, to compare with her.

This communication speaks for itself. It tells the story of Helen's achievements candidly, and commends them in the highest and most appreciative terms.

Study of French.

"This is your devoted friend, sir, the manifold linguist."
Shakespeare.

Helen is a born linguist. She has a natural taste for foreign languages, and is as fond of them as she is of her mother tongue. She delights in studying them, and possesses a most extraordinary

faculty for acquiring them. This ability became manifest three years ago.

It was on the evening of the 8th of July, 1888, that Helen was for the first time informed of the numerous forms and variations which exist in human speech, and was profoundly impressed by this revelation. She showed great eagerness to learn more about them, and began immediately to make constant inquiries and to gain as much knowledge of them as she could. These efforts continued irregularly for several months, and resulted in the acquisition of a very large number of Latin, French, Greek and German words and familiar phrases. But she had no systematic instruction in any of these languages until the following year.

Early in the month of October, 1889, she asked one of the teachers in the girls' department to teach her French. Miss Marrett, to whom the request was made, responded heartily to the child's wishes, and began at once to give her lessons in a simple and natural way. Helen entered upon this new field of learning with her usual zest and energy, and it was not very long before her industry, stimulated by a fervent zeal for knowledge, triumphed over all difficulties. The names of things and of their qualities, the declensions of nouns and adjectives, the conjugations of verbs, the intricacies of grammatical gender, and the idiomatic uses of the different parts of speech, had no terrors for

her. On the contrary, they afforded to the unremitting activity of her mental faculties wide scope for exercise. In about three months she was in possession not only of the keys to the treasure-house of her new venture, but of a great quantity of materials and of the art of handling them skilfully and of putting them to proper service in the construction of sentences. On the 18th of February, 1890, I received in Athens her first composition in French, which I am assured was written without any assistance on the part of her instructress, and which is copied here *verbatim et literatim*: —

South Boston, Mass., le 1 Fevrier, 1890.

Bonjour, mon cher Ami: — J'ai recu votre lettre charmante. Vous etes bon, et je vous aime beaucoup. Comment vous portez-vous? J'espere que vous vous portez mieux. Je parle Francais et Anglais à present. Les petites filles sont tres-bonnes, et ma chere petite soeur est belle. Je me promene tous les jours pendant une heure. Aimiez-vous l'etude lorsque vous etiez jeune? J'aime à lire. Ma mere a beaucoup de belles fleurs chez nous. J' aime mieux les roses et violettes. Ma mere m'a ecrit que les rosiers sont pleins de boutons. Les oiseaux chantent doucement comme dans le mois de Mai. Je ne peut pas parle Francais ou l'ecrire avec beaucoup de facilite. Quelques enfants ont ete tres-malades avec le diphtheria au gorge. Lily Edson est mourut. Je suis tres-fachee de pauvre Lily. Ma mere, mon pere et ma jolie souer viendront a Boston le Juin next. Serez-vous heureux de les voir? Je serai bien aise d'aller avec vous a l'ecole de les petits enfants. Vous serez bien aise a savoir que je peux dire correctement tous les heure de le jour maintenant. J'espere que j'aurai une belle montre bientot. J'ai neuf ans, ma soeur

n'a que trois ans et demi. Voulez-vous m'apporter des livres Francais de France? Je veux que j'etais a Athens avec vous pour jouir tous les belles choses. Ma chere institutrice a ete tres-malade, mais elle est beaucoup mieux maintenant. Je pense a vous toujours, et j'aime vous. J'aime m'amie, Mademoiselle Kehayia aussi. Il fait beau temp au jourd' hui, mais il fait bien froid. Voulez-vous aller a Paris avec moi quelquefois, je veux voir de belles choses. M'excuser les fautes, s'il vous plait.

Pensez a moi et aimiez-moi toujours. Au revoir, mon cher ami. Ecris a moi bientot. De Helene A. Keller.

No one can imagine how delighted and surprised I was at the sight of this epistle. Long ago I ceased to wonder at the magnitude of Helen's achievements; but, with all my faith in the vastness of her abilities, I was not quite prepared to believe that she would succeed in accomplishing in three months what no child in America in full possession of his faculties would be expected to do in less than a year. The thing seems incredible; yet the proof before us is so clear and convincing that it does not leave room for the slightest doubt.

The French composition was accompanied by the following letter: —

My Dear Mr. Anagnos: — You will laugh when you open your little friend's letter, and see all the queer mistakes she has made in French; but I think you will be pleased to know that I can write even a short letter in French. It makes me very happy to please you and my dear teacher. I wish I could see your little niece Amelia. I am sure we should love each other.

I hope you will bring some of Virginia Evanghelides's poems home with you, and translate them for me.

Teacher and I have just returned from our walk. It is a beautiful day. We met a sweet little child. She was playing on the pier with a wee brother. She gave me a kiss and then ran away, because she was a shy little girl.

I wonder if you would like to have me tell you a pretty dream which I had a long time ago when I was a very little child? Teacher says it was a day-dream, and she thinks you would be delighted to hear it. One pleasant morning, in the beautiful springtime, I thought I was sitting on the soft grass under my dear mother's window, looking very earnestly at the rose-bushes which were growing all around me. It was quite early, the sun had not been up very long; the birds were just beginning to sing joyously. The flowers were still asleep. They would not awake until the sun had smiled lovingly upon them. I was a very happy little child, with rosy cheeks and large blue eyes, and the most beautiful golden ringlets you can imagine. The fresh morning air blew gently in my face, as if to welcome me and be my merry playmate, and the sun looked at me with a warm and tender smile. I clapped my chubby hands for joy when I saw that the rose-bushes were covered with lovely buds. Some were red, some were white, and others were delicate pink, and they were peeping out from between the green leaves like beautiful fairies. I had never seen anything so lovely before, for I was very young, and I could not remember how pretty the roses had been the summer before. My little heart was filled with a sweet joy, and I danced around the rose-bushes to show my delight. After a while I went very near to a beautiful white rose-bush, which was completely covered with buds and sparkling with dewdrops; I bent down one of the branches with a lovely pure white bud upon it, and kissed it softly many times. Just then I felt two loving arms steal gently around me, and loving lips kissing my eyelids, my cheeks and my mouth, until I began to think it was raining

kisses, and at last I opened my eyes to see what it all meant, and found it was my precious mother, who was bending over me, trying to kiss me awake. Do you like my day-dream? If you do, perhaps I will dream again for you some time.

Teacher and all of your friends send you their love. I shall be so glad when you come home, for I greatly miss you. Please give my love to your good Greek friends, and tell them that I shall come to Athens some day. Lovingly, your little friend and playmate, HELEN A. KELLER.

This letter is filled with exquisite imagery; it is replete with vivid pictorial metaphor, and is charged with pathos and poetic thought. It is the perfect fruit of Helen's ripening mind, with all the perfume and beauty of the unfolding flower upon it. Queen Olga of Greece, having been informed of its contents by an Athenian lady, expressed a desire to read it, and during its perusal she was so deeply touched that tears flowed unceasingly from her eyes. These glistening drops, coming as they did from the depth of her heart, were more precious than all the solid gems which could be crowded on her diadem. Like diamonds of the first water they shine most brilliantly on the crown of philanthropy, which she has won by her broad and warm sympathy with all classes of sufferers and by many deeds of benevolence, and which she wears with proverbial modesty. Kind thoughts and humane feelings are better than coronets, and the prerogatives of unselfish and unostentatious charity are grander

and more permanent than those of royalty; for neither social discontent and popular fury, nor political conspiracies and military disloyalty and treason, can abrogate and annul them.

At my urgent request Miss Marrett has kindly consented to write a full account of the methods which she employed in teaching Helen, and of the great earnestness which the child displayed in studying a new language. Here is her story.

"Will you teach me French?" These were the words which Helen's fingers rapidly spelled to me one day, as we sat at the dinner-table, while her sweet face reflected all the eager longing which had suggested the question, and which made but one answer possible.

The morning hours were full of work for both of us; but Helen most gladly sacrificed a part of her afternoon freedom, for the sake of this new language-study; and five o'clock always found her ready for the French lessons. Friends, books or playthings were quickly abandoned by this faithful little student, as soon as my presence warned her of the hour.

Sometimes she would quietly sit and wait for me. She made a beautiful picture, leaning forward in her rocking-chair, with her face turned toward the door, listening for my footsteps. She often enjoyed a walk in the afternoon; but she was very careful that it should be of such a length as to ensure promptness at the French lesson. Once or twice, when she had taken a longer walk than usual, and was thereby belated, she showed much anxiety, and urged her companions to run a part of the way home, that she might not "be very late to French." The thought that I would be waiting for her was in itself a sufficient incentive to speed. She never absented herself from the entire study hour without previous expressions of sincere regret.

Our first lesson comprised some of the sentences oftenest used in every-day conversation. Each sentence, preceded by its English equivalent, was slowly spelled to Helen, who, after once repeating it with her fingers, was ready to learn another. Many short sentences thus became familiar to her within the hour.

Her first perplexity was caused by the varying forms of the definite and indefinite articles; yet, when her questions regarding them had been answered, and she understood that memory must be the chief aid in the correct use of these words, she fitted them to the various nouns in her vocabulary, with an earnestness which was a certain prophecy of future accuracy; and in all her later work a mistake in their use was rarely made. Accuracy is indeed one of Helen's prominent characteristics. I noticed it especially in her writing. She liked to sit down with her Braille tablet and stiletto, and translate sentences from English into French. If she was at all doubtful of the spelling of any word, or the construction of any sentence, she indicated the doubt to me, by making with her fingers the letters of the word or sentence before she trusted them to the paper. She was much troubled by a mistake of any kind, and, if she discovered one, she was never willing to continue writing until it had been satisfactorily corrected. Idioms did not puzzle her. She seemed to apprehend intuitively that every language has its own peculiar modes of expression, and she also readily accepted the many different verb forms which the French lessons brought to her notice. It was seldom that she was confused, either in conversation or composition, by any verb structure which had been previously indicated in her French exercises.

Helen soon advanced to a point where I was sure of her enjoyment of a simple French story. The first one which she read was *Un Enfant Perdu dans la Neige*, taken from Paul Bercy's little book, *Le Second Livre des Enfants*. I wrote the story in Braille; and Helen, being familiar with most of the

words, translated it very rapidly. Soon afterwards she surprised me by telling it in French. She had remembered the construction and arrangement of the successive sentences with wonderful correctness.

From this time forth stories were often selected as the subject of our lessons, in response to her eager requests. These stories I usually read to Helen, pausing after each sentence or group of sentences for the interpretation which her fingers were so ready to give. Frequently she correctly translated new words, from their close association with some which were already well known. When I had finished reading a story, Helen enjoyed writing it in Braille, the order of the previous exercise being now reversed, my fingers furnishing the English words which Helen's stiletto rapidly translated into their original French forms. Her face all the while afforded a most beautiful revelation of the pleasure which she derived from this kind of work.

The children whom Helen met in these stories were very real to her, and she kept them in loving remembrance. She was much pleased whenever a prompt appearance at the breakfast table caused her to be likened to *la petite Louise*, a favorite story with her.

She was always amused when she found French words spelled like English ones, and having the same meaning. She would laugh, and say in her brightest way, "It is just like our word!" She was quick to notice when there was a similarity between French words and the corresponding ones of our language.

Certain French words were especially pleasing to her. As new ones were presented to her mind, there were always some which she designated as *pretty words*. They were almost invariably those which combined letters in such a way as to produce a musical sound.

The power of discrimination in the choice of words has been frequently illustrated in her English conversation and composition. She often showed her originality by changing given

sentences, so as to express different or additional ideas, or by forming some wholly from her own mind. The word *campagne* had occurred several times in her lessons, but she had not learned the word for country in its broadest sense. Upon Washington's birthday she formed this sentence: "*George Washington etait le pere de notre campagne.*" She wrote French letters to several friends, using words gained from the lessons in order to express her own thoughts; and she was quite adroit in composing sentences within the compass of her vocabulary. Her knowledge of the idioms and the construction of the French language was not, however, sufficient to enable her to reach perfection in this independent work. When her mistakes were made known to her, it was interesting to watch her face, as she contrasted them with the correct forms of expression. She quickly recognized the essential points of difference, and laughingly said, "I have been writing very funny French!"

The desire which Helen showed for talking in French with some of her distant friends, suggested to me the thought of including a few letters in the translation exercises. These were selected from various sources, and were received by Helen with great enthusiasm. The following is one of the letters which she wrote in March, 1890, from an English dictation. This letter was one day found among other papers pertaining to last year's work, and given to Helen, who translated it with astonishing ease, hesitating with only a few of the words, each one of which she recalled with a little thought; yet she had not seen the letter for eight months.

MELROSE, *le 27 Mars, 1890.*

MA CHERE ELISE: — *Dans quelques jours j'aurai une semaine de vacances. Il m'est tres difficile de rester enfermee dans une salle d'etude, quand toute est si belle dehors! A present le temps est magnifique. Deja les cerisiers sont en fleurs, et les collines sont d'un vert tendre et frais. On entend les oiseaux chanter parmi les arbres en fleurs ainsi que le bourdonnement des insectes et le murmure des ruisseaux; on sent la douce haleine du vent*

impregnee du parfum des premieres fleurs. Oh! que je serai heureuse quand je pourrai etre libre comme les oiseaux de l'air, et courir tout le jour dans les pres et les bois! Voulez-vous venir passer les vacances avec moi, chere Elise? Je suis sure qu' une semaine a la campagne vous ferait du bien. Ma mere vous envoie ses amities, et vous prie de venir.

Ecrivez-moi quel jour et a quelle heure vous viendrez, et nous irons vous attendre a la gare. Je vous embrasse de tout mon cœur. Votre amie devouee, R. H. K.

Helen has not yet been taught the use of French accents, and therefore they are omitted from the above letter. Her lessons with me preceded her first knowledge of the vowel elements gained from her work in articulation, and I did not attempt, at the beginning of her study of the French language, to introduce the accent marks, the meaning of which, at that time, would have been very obscure to her.

Helen was much distressed by a failure to remember anything which she had ever known, and it was seldom that she suffered this pain. It became evident, during our second lesson, that she would not need reviews. The sentences of the first lesson comprised so many new words, that I thought it best to have them repeated before more were learned. When I asked questions to suggest the sentences of the previous lesson, Helen said, in an emphatic, surprised way: "I know them! Please teach me something new!" I was, however, assured of her knowledge by a perfect recitation, and a review was never again requested.

Her interest in French was constant. There was no decrease of enthusiasm after the novelty of the first study hours had passed away, but she ever showed the spirit of a true scholar.

Paris was often before her mind, as the place to which the French lessons were surely leading her; and she would frequently give imaginary dialogues between herself and little French children. She liked to think of these dear friends of the future.

I shall always be grateful for the question which, with its answer, brought me for a few weeks so near to Helen's wonderful mind and heart, and revealed to me all the most precious characteristics of her rich nature.

Love of Nature.

"She lives upon the living light
Of nature and of beauty."

Bailey.

Helen is an enthusiastic admirer and a true and consistent lover of nature. She enjoys worshipping in its temples with Galen and Aristotle, Pliny and Buffon, Humboldt and Agassiz, Emerson and Thoreau, and joining them in their gratulatory hymns of praise. Her fondness for it is something more than fancy; it is a passion that gives to her young life a charming ardor and a delicate refinement. The glorious splendor and uniform motion of the heavenly bodies, and the ample theatre of our planet with its stately beauty and constant order, although invisible to her sightless eyes, are ever present to her mind; they rouse her imagination and kindle the liveliest of her feelings.

Helen's frequent allusions to springtime and to the budding trees and growing blades of grass show her susceptibility to the influences of the seasons, and her quick sense of the refreshment and renovation afforded by nature to heart and soul. At her timid but familiar knock the doors of the

vast storehouses of the system of our mother earth are opened wide, and she finds therein never-failing sources of contemplation and amusement. Sunshine, balmy air, birds, beasts, verdant woods, the fragrant sweetness of plants, the pleasant fertility of the earth and all the tremendous varieties of the animal and vegetable kingdoms have a greater significance and a deeper meaning for her than for ordinary mortals. For her there are tales in leaves, romances in living creatures, stories in breezes and pictures in waves.

Never was a child more devoted to the adoration of nature, more sensitive to the changes of the seasons or more responsive to the stir of universal life, than Helen is. Witness the following letter to Dr. Oliver Wendell Holmes: —

Dear Dr. Holmes: — Your beautiful words about spring have been making music in my heart, these bright April days. I love every word of "Spring" and "Spring Has Come." I think you will be glad to hear that these poems have taught me to enjoy and love the beautiful springtime, even though I cannot see the fair, frail blossoms which proclaim its approach, or hear the joyous warbling of the home-coming birds. But when I read "Spring Has Come," lo! I am not blind any longer, for I see with your eyes and hear with your ears. Sweet Mother Nature can have no secrets from me when my poet is near. I have chosen this paper because I want the spray of violets in the corner to tell you of my grateful love. I want you to see baby Tom, the little blind and deaf and dumb child who has just come to our pretty garden. He is poor and helpless and lonely now, but before another April education will have

brought light and gladness into Tommy's life. If you do come, you will want to ask the kind people of Boston to help brighten Tommy's whole life. Your loving friend, HELEN KELLER.

This letter shows conclusively that nature is to Helen a grand spiritual symbol, moving her to meditative rapture. The outward spectacle is not accurately portrayed in her mind; but it is through the emotions enkindled in her breast that she perceives the external world. In the words of Wordsworth, she feels —

> "A presence that disturbs her with the joy
> Of elevated thoughts, a sense sublime
> Of something far deeply interfused,
> Whose dwelling is the light of setting suns,
> And the round ocean and the living air,
> And the blue sky, and in the mind of man, —
> A motion and a spirit that impels
> All thinking things, all objects of all thought,
> And rolls through all things."

Dr. Holmes published the first of Helen's letters to him in the *Atlantic Monthly* of May, 1890, and from the remarks with which he accompanied it the following extract is taken: —

A child fuller of life and happiness it would be hard to find. It seems as if her soul were flooded with light and filled with music that had found entrance to it through avenues closed to other mortals. It is hard to understand how she has learned to deal with abstract ideas, and so far to supplement the blanks left by the senses of sight and hearing that one would hardly think of her as wanting in any human faculty. . . . Surely for this loving and lovely child does

> "the celestial light
> Shine inward."

Sense of Beauty.

"Better be born with taste to little rent,
Than the dull monarch of a continent."

Armstrong.

Helen aspires to full communion with all that is highest in thought and feeling, and is endowed with a rare artistic temperament. She loves poetry, and finds it everywhere, because she has an abundance of it within herself. Her mind is so fine, her emotions so strong, and her fancy so potent, that she is deeply impressed with all things that are good and lovely, fair and charming, chaste and exquisite. She is keenly sensitive to beauty, and whenever she comes in contact with it, an electric spark of sympathy and appreciation flashes upon her soul, and her whole nature is astir with life and aglow with delight. Like Wordsworth, she sees with the inward eye and projects visions and pictures from her brain outward. Her inner sight is as illimitable as that of Keats, who, in order to depict the effect which looking at Chapman's Homer had upon his mind, could write, —

"Then felt I like some watcher of the skies,
When a new planet swims into his ken;
Or like stout Cortez, when with eagle eyes
He stared at the Pacific, and all his men
Looked at each other with a wild surmise,
Silent, upon a peak in Darien."

On a pleasant day in March, Helen, accompanied by her teacher and myself, visited the studio of a young and promising artist, Mr. Albert H. Munsell, who favored her with a cordial reception and with a clear description of his own works and of those of others. On her return to the institution she made the following memorandum of her impressions: —

March 12, 1891. — Yesterday was a beautiful spring day. It seemed to me that there was a scent of growing grasses in the soft, warm air. The ground beneath our feet was all aquiver with the stir of new life. My heart sang for very joy. I thought of my own dear home. I knew that in that sunny land spring had come in all its splendor. "All its birds and all its blossoms, all its flowers and all its grasses." Teacher and I took a long walk in the morning. In sheltered places we found tender blades of grass struggling through the moist earth. Welcome! cried we; welcome, brave little heralds of spring time! Soon the bluebird and the robin will be your merry play-fellows.

In the afternoon Mr. Anagnos, teacher and I visited Mr. Munsell's studio. I was delighted to hear about the beautiful pictures he has painted. I should like so much to be an artist! Mr. Munsell loves the sea in all its moods, — when it is bright and frolicsome, when it is sad and troubled, and when it is angry and beats against the rocks in all its fierce rage. I liked the picture of a dear old lady with a snowy cap, and a gentle hand covering her eyes, very much indeed. The wedding ring upon her finger was worn till it looked like a thread of gold. She was weary, and she sat there thinking of her absent boys and hoping that they were safe. The picture of the sea in September was also beautiful. The artist called the paintings his children. It is a pretty fancy, I think.

Helen Keller.

Some of Helen's compositions are not mere records of events, but sprightly narratives interwoven with reflections on various topics, which would not disgrace a much older writer. She is easily lifted from the world of facts and incidents into the realm of fancies and ideas. Her words and thoughts crowd so fast upon each other, that one may truly say that her forte is profusion and her foible prodigality. Her good things lie about in all directions so temptingly, like the diamonds in Sinbad's valley, that her visitor, in his hurry to fill his pockets and retire on the proceeds to Balsora, is apt to forget the larger aspects of that earth and sky which encompass her. But it is a teeming earth and a bracing sky.

Mr. Munsell was so charmed with Helen and her lively and winning ways that he decided to paint a portrait of her. He had several interviews with her, and made a careful study of the traits of her character. He has already advanced far enough in shaping and coloring his design to show that he has caught the spirit of the child, and that his picture promises to be an excellent likeness and a fine piece of artistic work.

Study of Music.

"L'oreille est le chemin du cœur."

Voltaire.

"The ear is the road to the heart," saith the famous philosopher and great thinker of France,

and no one disputes the correctness of his statement. Students and scientific men agree about it, and acknowledge its truth with perfect unanimity. They all admit that of the five organs of sense hearing forms the broadest and most direct avenue to the human feelings and sentiments. It is the sole vehicle which transmits to the brain both the sounds and the results of their combination and sweet accord. It is through it alone that one can obtain an idea of melody, and understand the modulations which depend upon the succession of acute and grave tones.

In view of these facts, the question arises whether persons who are totally deaf can have any conception of rhythm and musical harmony, or any intelligence of the rate of movement, — that is to say, *time*.

It is natural to surmise that the ruin of the mechanism of the ear necessarily involves the entire extinction and obliteration of all such effects and properties as are cognate to its nature and peculiar to its functions. Yet Helen's case does not bear out this supposition. On the contrary, it shows that the chasm caused by the destruction of the sense of hearing may be crossed by means of the chain of sensibility. True, this medium is at its fullest development very imperfect and inadequate as a substitute; nevertheless, it serves a high purpose.

Music has a powerful and inspiring influence

upon Helen. The impressions of its strains, which she receives through the vibrations of the floor when any one plays on the pianoforte, the organ or the brass instruments, act with a magic force upon her brain. She seeks them with great delight, and they enliven her and transport her into a state of enchantment. So sensitive is her fine organism to the effects of music!

Last winter she was present at one of the concerts given in our hall by Mr. George J. Parker. At the end of the performance she greeted the distinguished vocalist most cordially, and requested him to sing for her. He readily consented to gratify her wishes, and proceeded to do so as soon as the audience had left the room. Helen stood close by him; and while with one of her hands she followed the movements of his lips and with the other those of his throat, she placed her face against his chest to watch its vibrations. The picture which the dear child presented in her eager effort to catch the tones and variations of his song was the most touching and pathetic I have ever seen. She looked as if she were hanging on his mouth, striving to get hold of the strings of the modulations of his voice and draw it out. At last she seemed to have grasped the essence of the melody, and when Mr. Parker had finished singing she said, "I can *vibrate*, too," and actually repeated one of the notes accurately.

Long before this occurrence, however, I had become thoroughly convinced that it was quite possible to teach Helen the elements of music. Wishing to obtain all the light that could be had from her study of this art, I arranged with one of our teachers, Miss M. E. Riley, to give her lessons on the pianoforte, and charged her not to deviate in the case of this deaf child from any of the rules and methods which she pursues in the instruction of her hearing pupils. Miss Riley's work with her little scholar began on the 18th of March, 1891, and continued for nearly two months and a half. The child entered upon her new undertaking with her wonted zest and with perfect confidence of success. Her progress in this unexplored and most difficult field for a person bereft of the sense of hearing was amazingly rapid, and it was faithfully recorded by her teacher in the following notes: —

March 18, 1891. — Helen took her first piano lesson. During the half hour she learned to tell the location of the white keys and to find them correctly. She also learned the proper position of the hands, which she acquired with facility.

March 19. — Reviewed the preceding lesson, and practised raising the fingers from the knuckle joint. I explained whole notes, and she played them while I beat time upon her shoulder. In teaching rhythm I allow her first to beat it upon a desk and then play it upon the piano.

March 20. — Experimented with the metronome, which may be of assistance in teaching rhythm, for, by touching the pendulum lightly with the thumb and forefinger, she can feel its vibra-

tions. I explained halves and quarters, and she played an exercise in whole notes.

March 21. — Continued practice in rhythm with the aid of the metronome.

March 23. — Study of rhythm continued. Helen seemed less quick in grasping the ideas presented, but redeemed herself on March 24, when she did excellent work. Tested her by playing and counting unevenly. She laughed, and said, "Not quite right." That she can make this distinction is encouraging.

March 25. — Explained the bar, or measure. Helen learned an exercise in quarter notes.

March 26, 27, 28 and 30. Continuation of the same work.

March 31. — She learned an exercise for both hands, in different keys.

April 6. — Began teaching Helen the Braille musical notation, which she comprehends readily.

April 8. — Helen learned an exercise introducing eighths.

April 16. — She finished a little piece.

April 18. — A lesson upon three-four time, during which she asked, "Do we have two-four measure, — two quarters?" which proves that she has given some thought to the subject.

April 21. — Helen learned another exercise in eighth notes. She said, "I have practised a great deal and struggled hard with my difficulties."

May 4. — Several lessons have been spent upon a little piece called "The Echo," which she finished reading today. As a rule, Helen remembers her lessons very well, but occasionally she is obliged to re-read her music.

May 12. — For a week we have been practising "The Echo." Helen has had difficulty in remembering it, but this afternoon she played it correctly. I read to her a few measures of "Home, Sweet Home," which introduces double notes and changes of fingering.

May 14. — Tried the experiment of having Helen play "The Echo" with expression, believing that the manner in which she

presses the keys and the stronger vibrations will tell her when she is playing louder.

JUNE 1. — My belief proved to be correct.

Taking into account the short time which Helen has devoted to music, and its frequent interruptions, her progress has been excellent. She has indeed struggled nobly with her difficulties.

Helen has also learned a great deal of dynamics and the relation of muscular force to loud and soft effects. It is obvious that her artistic sense is not an exotic plant; it is inherent in her nature. It springs from those finer emotions which make the organization of the soul, and it affects the whole of her being. Her gracefulness of bearing, no less than her faculty of appreciation of the accord of sweet sounds, is fed from within, and not cultivated from without. It is the instinctive expression of certain orderly and unconscious habits of feeling, foremost among which is sensitiveness to rhythm and response to it.

On the occasion of the commencement exercises at Tremont Temple Helen was introduced by Dr. Samuel Eliot, and played the little piece "Echo," which is mentioned in Miss Riley's notes. Her appearance on the platform in the capacity of a student of music was a perfect astonishment to all.

> "Her graceful innocence, her every air
> Of gesture, or least action, over-aw'd"

the audience, while her performance was heartily applauded for the absolute correctness which characterized it from beginning to end. Far be it from

my intention to give the impression that Helen's playing was anything more than elementary; yet it was much more than could be accomplished in so short a time by any other blind child of her age. Moreover, the scene was one of absorbing interest. It was singularly charming to see her sitting at the pianoforte and moving her beautiful fingers over the keyboard with entire freedom and accuracy, and with striking confidence.

> "Orpheus' self might heave his head
> From golden slumber on a bed
> Of heap'd Elysian flowers, and hear
> Such strains as would have won the ear
> Of Pluto, to have quite set free
> His half-regained Eurydice."

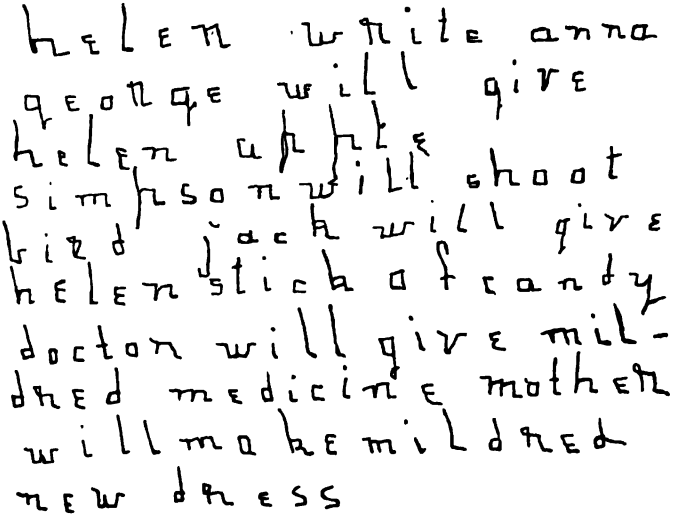
Ocular Proof of Helen's Progress.

> "Let proof speak."
>
> *Shakespeare.*

Helen's march from the depths of seclusion and ignorance to the lofty regions of mental freedom and knowledge was a series of momentous triumphs, which dazzled the senses and captivated the imagination of all beholders. Her progress in the fields of learning is without parallel, and most of her attainments, judged by the common standard, seem incredible. Hence, in order to prove their reality and dispel all doubts as to their magnitude, we can offer no better and more convincing evidence than that which is afforded by her own writings. The specimens of these, which

have been selected, represent two different periods in the course of her education, — the earliest period and a recent one.

Here is a *fac-simile* of Helen's first composition, addressed to her cousin Anna, which was written three months and fifteen days after she began to receive instruction from Miss Sullivan.



This little note was scribbled on the 17th of June, 1887, and therefore it antedates by thirty-six days the first letter, which Helen wrote to her mother from Huntsville, where she was visiting relatives, on the 23d of July of the same year. Let us compare with this crude specimen of composition the following letter, which she wrote to one of New England's sweetest singers, John G. Whittier, on his eighty-third birthday, and we

shall have an indisputable proof of what she accomplished in the course of three years and six months: —

South Boston, Dec. 17, 1890

Dear kind Poet,

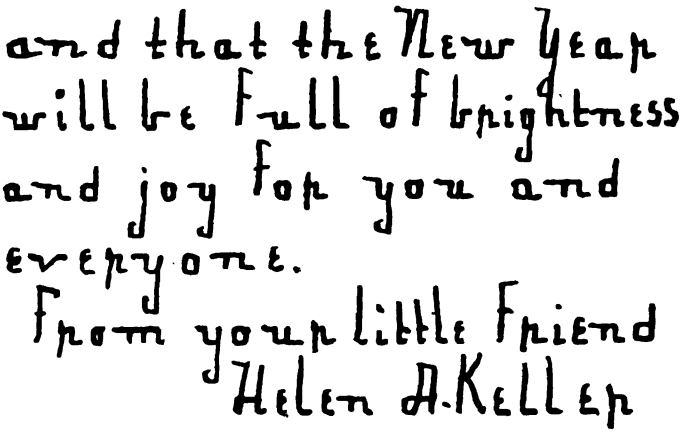
This is your birthday; that was the first thought which came into my mind when I awoke this morning; and it made me glad to think I could write you a letter and tell you how much your little blind friends love their sweet poet and his birthday. This evening they are going to entertain their friends with readings

From your poems and
music. I hope the swift
winged messenger of love
will be kept to carry
some of the sweet melody
to you, in your little study
by the Merrimac. At first
I was very sorry when I
found that the Sun had
hidden his shining face
behind dull clouds, but
afterwards I thought
why he did it, and then
I was happy. The Sun knows
that you like to see the

world covered with
beautiful white snow,
and so he kept back all
of his brightness, and
let the little crystals
form in the sky. When
they are ready, they will
softly fall and tenderly
cover every object. Then
the sun will appear in
all his radiance and
fill the world with light
If I were with you today
I would give you eighty-
three kisses - one for each

year you have lived.
Eighty-three years seems
very long to me. Does
it seem long to you?
I wonder how many
years there will be in
eternity I am afraid
I cannot think about
so much time. I receiv-
ed the letter which
you wrote to me last
summer, and I thank
you for it. I am stay-
ing in Boston now at
the Institution for the

Blind, but I have not
commenced my studies
yet, because my dearest
friend, Mr. Anagnos
wants me to rest and
play a great deal.
Teacher is well and sends
her kind remembrances to
you The happy Christ-
mas time is almost
here! I can hardly
wait for the fun to
begin! I hope your
Christmas day will
be a very happy one


and that the New Year
will be Full of brightness
and joy for you and
everyone.
From your little Friend
Helen A. Keller

This letter is one of the finest productions of Helen's brain. It conveys an adequate idea of the exuberant fancy as well as the naturalness of the little author, and shows that her early promise of abundant fruition has developed into a wonderful inflorescence of achievement. Its sentences are perfect and its phrases pure and sweet. To borrow the words of John Adams, —

> "What joyous breathings of a glowing soul
> Live in each page, and animate the whole."

Miss Sullivan's Account.

At my suggestion Miss Sullivan prepared a full account of Helen's mental development and of her marvellous progress in the acquisition of knowledge during the past three years. Her narrative is a statement of facts pure and simple; yet it reads more like a romance than a record

of actual occurrences. Here is the tale of the achievements of the little pupil, as related by her tutor.

During the past three years Helen has continued to make rapid progress in the acquisition of knowledge. Indeed, the following account may seem incredible to those who have not seen her frequently, but all who have had an opportunity of watching her development from day to day will admit that my statements are not exaggerated. Knowing that the value of this sketch depends upon its exactness, I shall confine myself to the statement of facts, and to making such selections from Helen's own letters and compositions as will enable those who are interested in her progress to form an accurate conception of her achievements. I shall not, however, enter into the details of her education more fully than I have done in previous reports, for I have simply employed principles of instruction already well known; and all who have read Doctor Howe's reports in regard to the education of Laura Bridgman are familiar with the peculiar mental phenomena shown in the development of a mind debarred from the exhilarating influence of sight and sound.

Helen has spent the greatest part of the past three years in South Boston at the Perkins Institution, where she has enjoyed exceptional social and educational advantages. She has numerous and loving friends, not only in the school but throughout the city, whose delight it is to give her pleasure. She is so widely known, and the interest in her is so general, that wherever she goes she is the happy recipient of the kindest attentions; and the task of instructing her is greatly facilitated when she learns about things and people by actual contact with them. Her

power of observation is thereby cultivated, and every faculty of her mind is strengthened.

She is as eager and as enthusiastic in her pursuit of knowledge now as she was three years ago. She has one advantage over ordinary children, that nothing from without distracts her attention from her studies; so that each new thought makes upon her mind a distinct impression which is rarely forgotten.

Here is a letter which indicates Helen's breadth of information, as well as her affectionate qualities.

TUSCUMBIA, ALA., Oct. 9, 1890.

MY DEAR LITTLE FRIENDS: — You must not think I have forgotten you, for I have thought about you very often this summer, and I want to see you very much indeed. I think I shall come to Boston after Christmas. I was disappointed not to come before, but I am very glad to stay with my parents and my little sister. They are lonely when I leave them.

I wish all of you could be here this lovely autumn day. The roses are blooming in all their beauty. I fancy they are saying a sweet good-bye, for soon Jack Frost will come, and then they must depart. The mother-plants are busy putting their little ones away in their warm cradles, to sleep till the springtime comes to awaken them. I am going to send you some magnolia seeds, and the pods where the seeds are formed, so that you can study about them. Perhaps they will grow, if you plant them in a warm place. The seeds are of a bright-red color when they first ripen. I shall also send you a cotton-pod and a fig-leaf. I think you never saw a fig-tree growing; but Miss Bennett will tell you all about it. A leaf shaped like a fig-leaf is called *palmate*, because it looks like the hand. The word comes from the Latin, and signifies the palm of the hand. The cotton is opening very slowly this year, and much of it is spoiled because it has rained continuously for more than a week, and a great deal of rain is not good for cotton. Oh, how delighted I was

when the sun broke through the dense clouds, and I could feel its brightness once more!

I wish I could bring my great dog and my gentle donkey to Boston with me. You would like Lioness, she is such a good, faithful dog. I think Neddy would make you laugh, he is such a funny, round little fellow; and I am sure Edith would love to ride him. Little sister often rides Neddy by herself. Whenever he hears the dinner-bell ring he goes to the kitchen for some corncobs. I suppose he thinks we have corn for dinner every day. Sometimes I feed the turkeys, and they are so tame that they will come close enough for me to touch them.

We spent the summer on a beautiful mountain near here, where the air was fresh and cool. We call the place Fern Quarry, because there are so many pretty ferns there; and I named the place where our house stands Mount Pleasant. Neddy used to carry me through the woods and up the steep, rocky paths very carefully; but when he got on the road which leads to Tuscumbia, he would start for home as fast as he could trot.

Mildred and our little cousin, Louise Adams, were very happy together. They used to pick wild-flowers, catch butterflies, and play in some nice clean sand, until it was time for them to visit slumberland. Louise is a lovely little girl, with golden lovelocks, dark-blue eyes, and soft rosy cheeks. They make us think of two angels who had strayed away from their home in the sky. Every day we went to the springs, and drank the cool water that gushed out from the rocks, and in September we gathered large bouquets of ladies'-slipper and goldenrod, that grew on the hill near the spring. One day my dear brother Simpson found a little baby-bird, which had fallen out of its nest while the mother-bird was away. We played with it for a little while, and then Simpson put it back into the nest.

My vacation is over now, and I have my lessons every day. I study arithmetic, geography, botany and zoölogy. I have

just learned about the wonderful little slime-animals, and to-morrow I shall learn about sponges or polyps, — I am not sure which. In history I am studying about the brave Britons. How courageously they fought for their little island home! I shall be so glad to receive a letter from you, and hear what you are doing in school; and please tell me about the new scholars. I received Miss Marrett's and Miss Bennett's letters, and I thank them for writing to me. I was so very sorry to hear that Mrs. Hopkins' dear little bird, Dick, was dead. In the springtime I will try to get her a young mocking-bird. Were you all delighted to welcome Mr. Anagnos home? I know he must have been glad to see you all again.

With much love, from your little playmate,

HELEN A. KELLER.

While Helen's isolated condition brings with it this advantage, it involves also a corresponding drawback, — the danger of unduly severe mental application. Her mind is so constituted that she is in a state of feverish unrest while conscious that there is something that she does not comprehend. I have never known her to be willing to leave a lesson when she felt that there was anything in it which she did not understand. If I suggest her leaving a problem in arithmetic until the next day, she invariably answers, "I think it will make my mind stronger to do it now."

A few evenings ago we were discussing the tariff. Helen wanted me to tell her about it. I said, "No. You cannot understand it yet." She was quiet for a moment, and then asked, with not a little spirit, "How do you know that I cannot understand? I have a good mind! You must remember, dear teacher, that Greek parents were very particular with their children, and

they used to let them listen to wise words, and I think they understood some of them." I have found it best not to tell her that she cannot understand, because she is almost certain to become excited over this suggestion.

Not long ago I tried to show her how to build a tower with her blocks. As the design was somewhat complicated, the slightest jar made the structure fall. After a time I became discouraged, and told her I was afraid she could not make it stand, but that I would build it for her; but she did not approve of this plan. She was determined to build the tower herself; and for nearly three hours she worked away, patiently gathering up the blocks whenever they fell, and beginning over again, until at last her perseverance was crowned with success. The tower stood complete in every part; but how gladly would I have spared her the nervous strain it had cost! Had she not been endowed by nature with a strong constitution, continuous mental excitement and concentration of attention, such as I have just described, would have long since undermined her health. Fortunately, she is very strong and active. She loves outdoor exercise, and enjoys a romp as well as any little girl I know. She is unusually large for her age, — eleven years. She is well developed physically as well as mentally, and until the summer of 1890 her general health was excellent. Her excessively nervous temperament had not apparently exercised an injurious effect upon her corporal condition. Physicians invariably expressed surprise when assured that she slept soundly and had a good appetite.

A letter to her brother gives expression to her enjoyment of the school routine.

SOUTH BOSTON, MASS., Dec. 3, 1889.

MY DEAR BROTHER: — I was made very happy by your nice letter. You are a dear, good brother, to write me such a nice long letter, and I love you more than I can ever tell. I am having a beautiful time in Boston. It is a very large and lovely city, and the people here are very kind to your little sister. I go to school every day, and learn ever so many things. Perhaps you would like to have me tell you what I do all day. At eight o'clock I study arithmetic. When I come home I will give you some very difficult examples to do. At nine I have gymnastics; and at ten, geography. After that I have lessons in form; and at twelve, zoölogy. I am making a watch-case for mother; but it is a secret, so please do not tell her. I have my lessons in the library. It is a pleasant place. There are books, stuffed animals and bright birds, — only they are not alive, — skeletons, models, and cases filled with beautiful shells and minerals. I wish you could see all the interesting things. Sunday I went to church on board a great war-ship. I saw four hundred and sixty sailors, many huge cannon, long swords and pistols. The men wore uniforms and funny caps. Wednesday the Earl of Meath came to see me; and Saturday the Countess came, but I did not see her. The Earl told me many things about his brave son, who serves the good Queen of England.

Now I must close. Write to me again soon, and please give my love to your friends at college.

With much love and many kisses, from your little sister,

HELEN A. KELLER.

During the month of July, 1890, soon after her return to her southern home, we noticed that she became each day more nervous and excitable. She lost her appetite, and was restless at night. At first we thought these symptoms might arise from the sudden change of climate

at such a warm season of the year; but I now believe that her strength had been overtaxed in learning to speak. She had been ambitious to surprise her parents and other home friends, and the efforts which she made to conquer the difficulties of articulation were often painful to witness. If she is especially interested in anything, she does not forget it after the lesson is over, but continues to think about it even when otherwise occupied. There is no relaxation from mental effort except when she is asleep; and the enthusiasm with which she absorbs knowledge tempts Helen's instructors to allow her to exceed her strength, although they are not at the moment conscious that she is so doing.

I realized this clearly when the strain was removed which she had undergone in learning to speak. Absolute rest became an imperative necessity. We decided to take her to a quiet mountain region, where she gradually grew stronger, and by the middle of September her health had so much improved that she returned home and was allowed to resume some of her studies.

Until October, 1889, I had not deemed it best to confine Helen to any regular and systematic course of study. For the first two years of her intellectual life she was like a child in a strange country, where everything was new and perplexing; and, until she gained a knowledge of language, — a mysterious and difficult undertaking for the little deaf and blind child, — it was not possible to give her a definite course of instruction.

Moreover, Helen's inquisitiveness was so great during these years, that it would have interfered with her progress in the acquisition of language, if a consideration of the questions which were constantly occurring to her had

been deferred until the completion of a lesson. In all probability she would have forgotten the question, and a good opportunity to explain something of real interest to her would have been lost. Therefore it has always seemed best to me to teach anything whenever my pupil needed to know it, whether it had any bearing on the projected lesson or not; her inquiries have often led us far away from the subject under immediate consideration.

There was another reason for deferring the commencement of regular instruction. For more than two years Helen's mind was in a state of perpetual excitement. From the moment when it flashed upon her consciousness, like a revelation, that all objects have names, she became like one inspired, and I instinctively felt that she would accomplish more if allowed to follow her own natural impulses.

Here is a letter which shows how her mind grasps every new suggestion.

South Boston, Jan. 10, 1890.

My Dear Mr. Hale: — The beautiful shells have come, and I thank you for them. I shall keep them always, and it will make me very happy to think you found them on that far-away island, from which Columbus sailed to discover our dear country. When I am eleven years old it will have been four hundred years since he started with the three small ships to cross the great strange ocean. He was very brave. The little girls were delighted to see the lovely shells. I told them all I knew about them. Are you very glad that you could make so many people happy? I am! I should be very happy to come and teach you the Braille some time, if you have time to learn it, but I am afraid you are too busy. A few days ago I received a little box of violets from Lady Meath. The flowers were wilted, but the kind thought which made Lady Meath send

them was as sweet and as fresh as newly pulled violets. With loving greetings to the little cousins and Mrs. Hale, and a sweet kiss for yourself,

From your little friend, HELEN A. KELLER.

Another letter, written at an early date, will afford some idea of the way in which knowledge came to her.

TUSCUMBIA, ALA., Dec. 11, 1888.

MY DEAR MRS. HOPKINS: — I have just fed my dear little white pigeon. My brother Simpson gave it to me last Sunday. I named it Annie, for my teacher. My puppy has had his supper and gone to bed. My rabbits are sleeping, too; and very soon I shall go to bed. Teacher is writing letters to her friends. Mother and father and their friends have gone to see a huge furnace. The furnace is to make iron. The iron ore is found in the ground; but it cannot be used until it has been brought to the furnace and melted, and all the dirt taken out, and just the pure iron left. Then it is all ready to be manufactured into engines, stoves, kettles and many other things.

Coal is found in the ground, too. Many years ago, before people came to live on the earth, great trees and tall grasses and huge ferns and all the beautiful flowers covered the earth. When the leaves and the trees fell, the water and the soil covered them; and then more trees grew and fell also, and were buried under water and soil. After they had all been pressed together for many thousands of years, the wood grew very hard, like rock, and then it was already for people to burn. Can you see leaves and ferns and bark on the coal? Men go down into the ground and dig out the coal, and steam-cars take it to the large cities, and sell it to people to burn, to make them warm and happy when it is cold out of doors.

Are you very lonely and sad now? I hope you will come to see me soon, and stay a long time.

With much love, from your little friend,

HELEN A. KELLER.

Since the above-mentioned date (October, 1889) Helen has pursued a regular course of study, including arithmetic, geography, zoölogy, botany and reading. This course has been continued throughout the intervening time with satisfactory results.

She has made considerable progress in the study of arithmetic. She readily explains the processes of multiplication, addition, subtraction and division, and seems to understand the operations perfectly. She has nearly finished Colburn's mental arithmetic, her last work being in improper fractions. She has also done some good work in written arithmetic. Her natural aptness for perceiving the relation of numbers is so acute, and her mind works so rapidly, that it often happens when I give her an example that she will give me the correct answer before I have time to write out the question. She pays little attention to the language used in stating a problem, and seldom stops to ask the meaning of unknown words or phrases until she is ready to explain her work. Her self-reliance is developed in a marked degree. She prefers rather to rely upon her own powers than be helped over any difficulties. Once, when a question puzzled her very much, I suggested that we take a walk and then perhaps she would understand it. She shook her head decidedly, and said: "My enemies would think I was running away. I must stay and conquer them now," and she did.

The following letter will show how her mind, even three years ago, glanced from earth to sky: —

TUSCUMBIA, ALA., Jan. 29, 1889.

MY DEAR MISS BENNETT: — I am delighted to write to you this morning. We have just eaten our breakfast. Mildred is

running about downstairs. I have been reading in my book about astronomers. *Astronomer* comes from the Latin word *astra*, which means stars; and astronomers are men who study the stars, and tell us about them. When we are sleeping quietly in our beds, they are watching the beautiful sky through the telescope. A telescope is like a very strong eye. The stars are so far away that people cannot tell much about them, without very excellent instruments. Do you like to look out of your window, and see little stars? Teacher says she can see Venus from our window, and it is a large and beautiful star. The stars are called the earth's brothers and sisters.

There are a great many instruments besides those which the astronomers use. A knife is an instrument to cut with. I think the bell is an instrument, too. I will tell you what I know about bells.

Some bells are musical and others are unmusical. Some are very tiny and some are very large. I saw a very large bell at Wellesley. It came from Japan. Bells are used for many purposes. They tell us when breakfast is ready, when to go to school, when it is time for church, and when there is a fire. They tell people when to go to work, and when to go home and rest. The engine-bell tells the passengers that they are coming to a station, and it tells the people to keep out of the way. Sometimes very terrible accidents happen, and many people are burned and drowned and injured. The other day I broke my doll's head off; but that was not a dreadful accident, because dolls do not live and feel, like people. My little pigeons are well, and so is my little bird. I would like to have some clay. Teacher says it is time for me to study now. Good-bye.

With much love, and many kisses, HELEN A. KELLER.

Geography is her favorite study. About strange countries and their inhabitants she never tires of learning, and I venture to assert that very few boys or girls, even in the highest grades of the public schools, have a more

extensive knowledge of foreign lands than has Helen. In this study she is greatly assisted by her vivid imagination, which translates words into images and sentences into pictures. She has received letters and tokens of affection from strangers in other nations, and so feels a real and personal interest in whatever concerns them. While Mr. Anagnos was travelling in Europe, he sent her a full description of each important city he visited. She looked forward to the coming of these letters with great eagerness, and it would have delighted the writer to see the pleasure which her bright face expressed during the reading of these communications.

She had conceived a great admiration for kings and queens, having an idea that queens must all be beautiful, and that kings are born good and wise. It was therefore a very painful surprise to her when she learned of the cruel punishments which the czar allows his officers to inflict upon some of his subjects. She said: "I think the czar cannot know that his officers do wrong. We must send a wise messenger to tell him that his people are unhappy."

The following letter will illustrate her interest in passing history, as well as her delight in crowned heads: —

TUSCUMBIA, ALA., December 8.

MY DEAR MADEMOISELLE RILEY: — I think you will like to receive a letter from Helen A. Keller. I would like to run into the parlor, and have a good game of tickle with you. Are you very lonely? I miss all of my friends very much. I have been reading about kings and queens. Teacher says I am a beautiful princess. The Queen of Roumania is Elizabeth. She is a lovely queen. Her friends call her the Wild Rosebud of Wied. She was born in Wied, a pretty place on the Rhine River. She

was taught to read and to sew and to cook, when she was a very small child. She had a poor little invalid brother. His name was William. Elizabeth was always very kind and patient with her little brother. The queen, their mother, had a garden made for the prince and princess to work in. They sowed grain and planted corn, milked their cows, and took care of their hens. When Elizabeth became the queen of Roumania the people were glad, and they call her the Little Mother, — because she is always helping them, just like a *real* mother. Roumania is a little country, with high mountains all around it; and it is between Turkey and Russia. The Roumanians call their country a word that means *my darling.* The queen had one little daughter. Her name was Maria, but she died when she was only four years old. The poor queen was very sorrowful. Wilhelmina, the Princess of Holland, is a wee Dutch maiden. She is only four years old, but some day she will be queen of Holland.

Please give my love to Mrs. Hopkins, and tell her I wish Dick would fly to Alabama to see me. I will catch him and put him in a cage. I hope you will write me very soon. Now I must close.

With much love, from your affectionate little friend,

HELEN A. KELLER.

On the general subject of geography let Helen also speak for herself in the following paper: —

AN EXERCISE IN GEOGRAPHY.

GEOGRAPHY is a description of the earth's surface, the countries upon it and the people who inhabit it; and it tells us about plants, animals and minerals, which we have never seen, and that are not found in our own country. The name comes from two Greek words, meaning the *earth* and *to describe.* I have been studying mathematical geography. I have learned about the form, size and motions of the earth, and of its division

by circles, so that we can tell the position of places on it. The earth is a spheroid, — nearly round, like a sphere, but a little flattened on two opposite sides, like an orange. It has several names. It is sometimes called a *globe*, a *planet*, or *our world*.

Mountains and valleys do not change the form of the earth sufficiently for us to notice it, because the earth is so very large that the mountains are not high enough to make any difference. The earth seems flat to us because it is so large, and we can only see a little of it. When I put grains of sand on a clay ball, they do not affect the shape of the ball.

Some people know the earth is round, because they have travelled around it many times; and when astronomers look at the moon through a telescope, they see a picture of the earth on the moon, and it is always round.

The earth has two motions, a daily rotation upon its axis, and a yearly revolution around the sun. The axis is not real. It is only an imaginary line, passing through the centre of the earth, between the flattened sides. When I put a wire through an orange, so that it connects the flattened sides, and turn the orange around on the wire, the wire is then the axis of the orange. The poles are the ends of the axis. The one which points to the North Star is called the North Pole, and the opposite end is called the South Pole.

The earth is always turning on its axis, from west to east. This motion is called its *rotation*. It takes the earth twenty-four hours to make a complete rotation. It is the rotation that makes night and day.

The sun appears to rise in the east. The compass is an instrument that has a little magnetic needle, that always points to the north. The four principal points of the compass are west, east, south and north. The points between are north-west, north-east, south-west and south-east.

While the earth is rotating upon its axis, it also revolves around the sun. The path which the earth travels is nearly a

circle, and is called the earth's *orbit*. It takes the earth twelve months, or one year, to make its revolution around the sun, because it is a very long journey. When the earth has made one revolution, it does not stop, but continues to make an annual revolution, year after year. This revolution of the earth is one cause for the change of seasons. The earth does not seem to us to move. That is because we are moving, too, just as fast as the earth; but the wise men say that if we could stand on the moon, and look at the earth through a telescope, we should see that it moved very swiftly.

The earth may have a great many circumferences, — just as many as there can be lines drawn around it. Its largest circumference passes around the earth at an equal distance from the poles. It measures 25,000 miles. The lines which are drawn parallel to the great circumference are called parallels, and they are used to measure latitude.

The earth's diameter is a straight line, passing through the centre, between two opposite points. The longest diameter would connect two points in the great circumference. Such a line would measure 8,000 miles. The shortest diameter would connect the poles, and such a line measures 26 miles shorter than the longest line. The equator divides the earth into two equal parts, or hemispheres. The horizon is the line where the sky seems to touch the earth. The zenith is the point in the sky just over our heads. Latitude is the distance north or south from the equator. All countries north of the equator are in north latitude, and those south of it are in south latitude. All places near the equator are in no latitude, and places near the poles are said to be in high latitude.

The meridian circles are imaginary lines, passing around the earth from north to south. A meridian is half a circle. Longitude is the distance east or west from a meridian. Longitude and latitude are reckoned by degrees. There are 90 degrees of north and 90 degrees of south latitude, and 180 degrees of west longitude and 180 degrees of east longitude. All places

upon the same meridian have the same length of day and night, and have noon at the same time.

Meridians enable us to tell how far one place is from another, and their direction. England and America usually reckon longitude from the meridian at Greenwich; but sometimes Americans reckon it from the meridian at Washington.

Antipodes are people who live on the opposite side of the globe from each other. The hottest part of the earth is at the equator. The heat is greatest there, because the sun is more nearly overhead all the time. The climate grows colder as we go from the equator towards either of the poles. There are five zones. They are north frigid, north temperate, torrid, south frigid and south temperate. The frigid zones have but two seasons, a long winter and a short summer. The temperate zones have four seasons, winter, spring, summer and autumn. The torrid zone has two seasons, the dry and wet, equally long. The days and nights at the equator are nearly equal throughout the year. As we leave the equator and go towards the poles, the nights and days are more and more unequal. In the summer the days are the longest in the temperate zones. The day at the poles is six months long, and the night is the same. HELEN KELLER.

When asked which country she liked best, Helen replied instantly, "France!" and gave this as her reason: "The French people are so gay and have such beautiful fancies." After a moment she added: "They must be the happiest people in the world! Are they?"

She has been fortunate in meeting many persons who have travelled extensively, and are glad to answer her eager inquiries about the countries and people they have seen. As she rarely forgets anything she has been told, she has gathered a rich harvest of information in this way.

By the following letter we can see how Helen thought about foreign lands, and expected some day to visit them: —

INSTITUTION FOR THE BLIND, SOUTH BOSTON.

MY DEAR MR. MURRAY: — I thank you for your kind letter, and for your love. It gives me very great pleasure to know that good friends in far-away countries think of me and love me. I was so glad to hear about your dear little girls. I should be delighted to receive a letter from them some time. You did not think to tell me their names. I hope if they write to me, they will tell me something about Montreal, and I should be pleased to know what they study in school.

Boston is a beautiful and very large city. I like to live here very, very much. I learn many new things every day. I love all of my studies greatly. Geography tells me about the beautiful earth, and the countries which are upon it. Arithmetic tells me about numbers, and I like it exceedingly. Botany tells me interesting things about the flowers that I love so dearly. I miss my flowers very much. I have none to take care of here. Do your little girls have a pretty garden? Zoölogy tells me very curious things about animals. I think my dogs and kitties will laugh when I tell them that they are vertebrates, mammals, quadrupeds, and that a long time ago they were wild, like the wolf and the tiger. They will not believe it, I am sure. I am studying French, too. *Je pense a vous, et a votre bonne petites filles!* When I go to France I shall speak French to my new friends. *J'ai une belle petite soeur. Elle s'appelle Mildred.*

Now I must say *au revoir*. Please kiss the little girls for me, and write to me again some day.

With much love and a kiss, from your little friend,

HELEN A. KELLER.

In another of Helen's dreams, written in October, 1890, may be seen how vivid was my pupil's perception of the studies she pursued.

A Dream.

I had a very amusing dream last night. I thought I was in England, but it was a great many hundreds of years ago; and I was puzzled, because I could not remember that I had been in a ship, or anything about crossing the ocean; but there I was, so I thought I would look around, and see all the curious things in this strange country. When I asked somebody — I think it was a soldier, because he wore a helmet, a shield, and a long sword at his side — what the name of the place was, he seemed much surprised, and said, Kent! and asked me where I had come from. I replied that I was a little American, from way across the sea, and that I would like to see King Ethelbert. He said he had never heard of America, but he would take me to the king's palace. He told me we should have to ride, because it was too far to walk; and so we got two beautiful horses, — the war-horses the Britons loved so much, — and drove very fast; for the roads which the Romans had made, when they were in Britain, were still very good. Nearly all the people we passed on our way were Saxons. I asked my companion where the Britons were, and he told me that the Saxons had driven them into Wales, Cornwall and Devonshire. I was very sorry for the brave Britons, who had defended their little island home so long and courageously against the Romans. I thought the Saxons were very unjust to take the Briton's country from them. Prince Vortigern did not think they would do such a thing, or he would not have invited Hengist and Horsa to help him keep out the Scots and Picts; and I am sure he never would have married the beautiful Rowana.

At last we reached the palace. The king received us in a great hall. He was seated upon a throne, and wore very costly robes, trimmed with gold and precious stones, and upon his head he wore a crown. All around him stood his courtiers and the wise men of his kingdom. Augustine, the monk from Rome, was telling King Ethelbert about Christ and the Christian

religion. The king believed all that the monk told him, and was converted. Then his courtiers and wise men believed also, and in a short time Kent became a Christian kingdom. The king gave Augustine permission to build a little church, close to the palace, on the spot where the beautiful cathedral of Canterbury now stands. He also told his nephew, Prince Cebert, to build two churches, one where there was a temple to Apollo, and the other where there was a temple to the goddess Diana. The first was where Westminster Abbey now stands, and the second was where Saint Paul's Church stands now.

When the king noticed me he was very kind and polite. I told him I came from the beautiful country called America, and I would like to visit all the interesting places in his country. He sent a guide to show me the way. I saw the great wall, seventy miles long, which three Roman emperors, Agricola, Hadrian and Serverus had built; but the wall was crumbling to ruins, and the grass and weeds were growing all over it. I drank some cool water from the wells which the Romans had sunk, and sat on the Stonehenge, one of the altars that the Druids had built before the Romans invaded the islands.

After that I went to Cornwall, and the Britons showed me the ruins of King Arthur's castle. I also visited the tin mines, and talked with the miners. They told me that in stormy weather, when they are at work, they can hear the noise of the waves thundering above their heads; and I think it must have been the angry waves beating against the rugged sea-coast of Cornwall that awoke me in the middle of my dream.

HELEN KELLER.

OCTOBER 10, 1890.

No attempt has been made to make her lessons in zoölogy and botany formally scientific. I have introduced these studies thus early in her education, for the purpose of cultivating her senses, furnishing themes for

thought, and improving her language. That they have served these purposes will be seen from the following essays.

EXERCISE IN BOTANY.

PLANTS have two kinds of organs. They are organs of vegetation, consisting of roots, stem and leaves, and those of reproduction, consisting of flowers, fruit and seed. The organs of vegetation nourish the plant and enable it to grow. Those of reproduction form new plants. Roots grow downward, and take part of the nourishment from the soil. They send off little branches, called *fibres or rootlets*. Stems grow upward, and bear leaves and flowers.

Leaves are usually thin, flat and green, turning one face upward to the sky, and the other toward the ground. They make the foliage, and take part of the food from the air. In the leaves the food is changed into something that will nourish the plant; and the food, after it is digested, makes the plant grow.

The smallest geranium and the largest tree are alike in their organs, only the tree is more extended. Plants reproduce new plants by seeds. First they bloom. Then the blossom develops into the fruit, and the essential part of the fruit is the seed. The essential part of the seed is the embryo. It is a little plantlet, ready formed in the seed.

Flowers are more interesting to us because of their sweet fragrance, exquisite shapes and delicate texture. Flowers consist of a calyx, corolla, stamens and pistil. The calyx and corolla make what is called the *floral envelope*. They protect the stamens and pistils. Calyx is the Latin name for *flower-cup*. The calyx is the outer covering of the blossom. The corolla is the inner set of leaves. The corolla usually has bright colors, and is very beautiful. The leaves of the calyx are called *sepals*, and those of the corolla *petals*. The stamens in the morning-glory are fastened to the bottom of the corolla, and there are five of them. Each stamen consists of two parts,

filament and anther. The filament is the stalk, and the anther is a case at the top of the filament, containing pollen. The stamens and the pistil are the essential parts of the flower. The pistil is the body in which the seeds are formed. The morning-glory has one pistil. The rose and buttercup have a great many.

The pistil consists of three parts: the *ovary* at the bottom, which becomes the seed-vessel; a slender part in the middle, called the *style;* and the stigma at the top. Some of the pollen is blown on the stigma to make the seed ripen. The ovules are the little bodies that form the seeds. Some flowers do not have all these parts. The filament and style are sometimes absent, for they are not necessary. The ovary, stigma and anther are always present. The corolla, stamens, and sometimes the calyx, fall off after blooming; but the ovary remains, and becomes the fruit. So the fruit is the ripened ovary. It may be a strawberry, a peach, a grain, a nut or a pod, — like the lily pod, or morning-glory pod. The radical is the stemlet of the embryo, and cotyledons are the seed-leaves. The seeds do not begin to grow as soon as they are ripe. They lie dormant for a long while, — in most plants until the next spring after they ripen, and in some until the spring after that.

Exercise in Zoölogy: *The Bee.*

The bees, ants, wasps, hornets and ichneumon flies belong to the order *Hymenoptera.* Bees are the most perfect of all the insects. There are solitary bees and social bees. The solitary bees live in holes in the earth, like the ants, or in silk-lined earthen cocoons. The social bees live in large communities, and they have a queen to reign over them.

A hive contains three kinds of bees: First, a queen bee, distinguished from the others by the greater length of her body and shorter wings. Second, worker-bees, and these are all females, but they do not lay eggs. There are many thousands of them in a hive. They are the smallest-sized bees in the hive,

and they are armed with a sting. Third, drones, or males. There are about 1,500 drones in the hive; and they are larger than the workers, and of a darker color, and they make a greater noise in flying. They have no sting. All the work of the community is done by the workers. They make the wax and construct the cells and collect the honey and feed the brood. The drones are the father-bees. The queen bee lays all the eggs. The eggs remain about three days in the cells before being hatched. Then a little white, worm-like animal makes its appearance. This larva is fed with honey for some days, and then changes into the pupa. After passing a few days in this state, it comes out a perfect winged insect.

The body of the bee is about half an inch long, and is of a dark-brown color. It is covered with tiny hairs, which assist it greatly in collecting the pollen of flowers, which it moistens with its mouth, and passes it on from one pair of legs to another, till it is safely put away in the little baskets which are attached to the middle and hind legs. These little baskets are smooth and glossy on the outside; while the inner surface is lined with strong hairs, which keep the pollen from falling out. The queen and drones are not supplied with baskets, because they do not have to gather the pollen.

Propolis is also carried in the baskets. It is a viscous substance, by which the combs are fastened to the roof and the wall of the hive, and by which any openings are closed, to keep out wee animals and the cold. The three pairs of legs are furnished at the joints with stiff hairs, forming brushes, some round and some flat, for brushing off the pollen. These wonderful little legs terminate each in two hooks, by means of which the bee attaches itself to the roof of the hive and to another bee.

The head is much flattened, and is shaped something like a triangle. It is furnished with two large eyes, which are thickly studded with hairs, to keep out the dust; and besides the large eyes, the bee is provided with three small eyes, situated on

the very crown of the head. The antennæ are two tubes, about as thick as a hair, and they are between the eyes, and a little below the ocelli, or small eyes. They consist of twelve joints, and they are very flexible. Their extremities are tipped with small round knobs, and they are very, very sensitive organs of touch. The bees use these organs to recognize one another and their queen. The mouth includes the tongue, the mandibles, the maxillæ, the labrum, with the proboscis connected with it, and four palpi, or feelers. The tongue is very small. The mandibles have a lateral motion, are furnished with teeth, and serve as tools. The proboscis is adapted for lapping up the sweet juices secreted in the flowers.

The palpi are used to ascertain the nature of food the bees wish. The two pairs of wings are attached to the thorax. Behind the wings, on each side of the thorax, are situated several little spiracles, through which the bee breathes, like other insects. The rushing of the air through these spiracles, against the wings, while in motion, is thought to be the cause of the humming sound made by the bee. The three pairs of legs are also attached to the thorax. The head and abdomen are jointed to the thorax by means of a slender ligament. The abdomen consists of six scaly rings.

The bee has two stomachs. The first is a large membraneous bag, with a pointed opening, where the honey enters. It is a good deal like the crop of a bird. No digestion takes place in it, and its muscular walls can throw back the honey into the mouth, when the bee is ready to deposit it in the cells, or to give it to the young bees. Digestion takes place in the second stomach, which is longer than the first, and is connected with it and the intestines. The abdomen also contains the venom-bag and the sting. The sting is exceedingly fine, and at the end is armed with minute teeth. When the sting pierces the flesh, the poison is squeezed into the wound from the venom-bag. The abdomen also receives the honey, from which the wax is made. Wax-scales are found in pairs, in tiny open-

ings under the lower segments of the abdomen. Only eight scales are furnished by each bee.

The queen bee is easily recognized by the slowness of her flight, by her size, and by the respect and attention paid her. She lives in the interior of the hive, and seldom goes out; and if she leaves the hive, the whole swarm will follow her. When the queen is ready to deposit the eggs, she examines the cells carefully, to see that they are all right; for the cells of the queens, males and workers are not alike. The queen puts the eggs from which workers are to come in six-sided cells. The cells of the drones are irregular in form; and those of the queens are large, and more circular. The first eggs laid are workers. While the queen is laying these eggs, the cells for the drones are being constructed. When they are ready, the queen lays the male eggs. The royal cells are completed last, and the queen deposits just one egg in each royal cell.

When the eggs are laid, the workers supply the cells with pollen, mixed with honey and water. This is the food for the larvæ, and is sometimes called *bee-bread.* The larvæ are small white worms, without feet. The workers remain five days in this state, the males six and a half, and the females five. At the end of this time the openings of the cells are closed with a mixture of wax and propolis, and the larvæ begin to spin a silken cocoon, which is completed in thirty-six hours. In three days more the larva changes into the pupa, and on the twentieth it comes out a perfect worker. The males come out four days afterwards. It takes the bee two days to acquire strength for flying. During this time it is fed and carefully tended by the nurse bees. Several workers may be hatched in the same cell, but the royal cells are never used but once, being destroyed when the queen escapes. The eggs and larvæ of the royal family do not look different from the workers', but the young are more carefully nursed, and fed with a better kind of food, which causes them to grow so rapidly that in five days they are ready to spin their web; and on the sixteenth day they become

perfect queens. Only one queen can reign in the hive, and the young ones are guarded carefully from the mother queen, because she might sting them to death if they were allowed to come out.

When the workers have secreted a sufficient amount of wax, they begin to build the combs. The cells are formed in parallel and vertical layers, and are separated from each other, so that the bees can pass in and out. The cells are six-sided, and the bottom of each cell is flattened. When the bees are making the cells, they stand as close together as possible, and deposit the wax side by side. All the drones are killed in July or August, and the workers begin to collect the honey for the winter store. They sleep during the cold winter days, and awaken when the warm spring comes. They are very busy little workers, and they put up honey enough for themselves, and share with us, too. The most delicious honey is made in France, Greece and Switzerland; and much very good honey is made in England and America.

Not satisfied with exercises alone, Helen also put her knowledge of bees into the form of a story.

The Story of the Bees.

One beautiful morning, last June, a sweet little girl thought she would go out in the garden and pick some flowers for one of her playmates, who was sick and obliged to stay shut up in the house this fragrant summer morning. "Tommy shall have the most beautiful flowers in the garden," thought Edith, as she took her little basket and pruning scissors, and ran out into the garden. She looked like a lovely fairy or a sunbeam, flitting about the rosebushes. I think she was the most exquisite rose in all the garden herself. Her heart was full of thoughts of Tommy, while she worked away busily. "I wish I knew something that would please Tommy more than anything else!" she said to herself. "I would love to make him happy!" and she sat down on the edge of a beautiful fountain to think.

While she sat there thinking two dear little birds began to take their bath in the lovely, sparkling water, that rippled and danced in the sunshine. They would plunge into the water and come out dripping, perch on the side of the fountain for a moment, and plunge in again. Then they would shake the bright drops from their feathers, and fly away singing sweeter than ever. Edith thought the little birds enjoyed their bath as much as her baby brother did his.

When they had flown away to a distant tree, Edith noticed a beautiful pink rosebud, more beautiful than any she had yet seen. "Oh, how lovely you are!" she cried; and, running to the bush where it was, she bent down the branch, that she might examine it more closely, when out of the heart of the rose came a small insect, and stung her pretty cheek. The little girl began to weep loudly, and ran to her father, who was working in another part of the yard. "Why, my little girl!" said he, "a bee has stung you." He drew out the sting, and bathed her swollen cheek in cool water, at the same time telling her many interesting things about the wonderful little bees.

"Do not cry any more, my child," said her father, "and I will take you to see a kind gentleman who keeps many hives of bees."

"Oh, thank you!" cried Edith, brushing away the tears. "I will run and get ready now."

The bee master, as every body called the old man who kept the bees, was very glad to show his little pets, and to tell Edith all he knew about them. He led her to a hive, made wholly of glass, so that she might watch the bees at their work.

"There are three kinds of bees in every hive," said the gentleman. "That large bee in the middle is the queen bee. She is the most important bee in the hive. She has a sting, but seldom makes use of it. Those busy little bees are the worker bees. It was probably a worker that stung you this morning, my little girl," said the bee master.

Edith thought she did not like the worker bees as well as the others; but when she heard what industrious little workers they are, and how they take all the care of the young bees, build the cells of wax, and bring in the honey, she felt much more affection for them.

"That large, lazy-looking bee is the drone, or the father bee. Drones have no sting; and, as they do not help gather the honey, they are all killed during the summer months by the workers."

"What has the queen to do?" asked Edith.

"Oh!" replied the gentleman, "she is the mother bee; and she is so very busy that often she lays a thousand eggs in a single day. She is very wise, too, about some things. She never lays an egg from which is to come a queen in any but a royal cell."

"What a busy queen she must be, with so many children to take care of!" exclaimed Edith.

"No," answered the bee master, "she leaves the whole care of her large family to some of the worker bees, called nurses. A few of the working bees act as body-guard to her majesty, and never did a queen have braver or more faithful protectors."

"What do the bees do in winter, when there are no flowers from which to gather honey?" inquired Edith.

"They sleep during the long, cold winter days, and awaken when the warm spring sun returns," replied her kind instructor.

"Now," said Edith's father, "we had better go, or you will not get to see Tommy to-day."

Then the little girl thanked her new friend for telling her so much about his interesting pets, and promised to come and see him as often as she could.

"Oh, father!" cried Edith, as they walked homeward, "I am almost glad that the naughty little bee stung me this morning, for now I shall have something amusing to tell Tommy."

HELEN KELLER.

My pupil's interest was not confined to bees, as may be seen from the following sketch: —

A Fairy Story.

South Boston, April 18, 1890.

Yesterday I had such a beautiful surprise! You cannot imagine what it was, so I will tell you. It was a lovely little fairy, with large and beautifully colored wings. No, it was not a bird. The wings were not made of feathers, but of soft velvet, and there were four of them. The body was round and slender, and there were three pairs of funny little red legs growing from it; and, funniest of all, two delicate antennæ, which look like horns, stood straight up on its head, and the little creature kept moving them about in a very restless way.

Now, can you guess the name of my fairy? Yes, it was a moth; but it had two other names besides. The long one, which the wise men gave it, is Polyphemus, and I call her Beauty. Where do you suppose Beauty came from? Why, she came from a tiny country called Cocoonland. Perhaps you wonder where Cocoonland is? It is not put down on the maps; but if you come to see me, I will show it to you. Cocoonland is a very still place; and quiet was just what Beauty needed while she was a pupa. She slept long and peacefully, because she knew that dear Mother Nature wished her to sleep until her body had undergone a wonderful change. Beauty did not know what she would look like when she awoke, but she was content to wait.

When the warm sun stole into Cocoonland, Beauty awoke, and began to move about a little. Then how great was her surprise when she discovered that Mother Nature had given her four beautiful wings! "Why," said she, "I cannot use these beautiful wings in this small place. There must be another world somewhere. I will try and see if I cannot find it. There is nobody here to admire me, and I am too charming to stay in this sleepy place." And right away she began

searching for an opening, which would lead her to the brighter world; but she could not find one, so she went to work, and made one large enough to draw herself through. And where do you think she landed? I must tell you, for I am sure you could not guess. She landed on my bureau, — very tired, and much troubled by the bright sunshine. She did not expect to find quite such a bright world, and it was very difficult for her to get around in so much light. Poor Beauty was made very happy when I found her, and took her in my warm hand, for she was so lonely and sad without friends. She was delighted when I admired her beautiful wings, and in the evening she was quite content in her new home; and when the gas was lighted she began to lay some pretty little eggs in my hand.

Sunday Morning, April 20. Beauty has not eaten anything since she came to live with us until today. This morning I put her on a bunch of Mayflowers, and just as soon as she touched them, she began to sip the honey.

Monday Morning, April 21. Beauty is growing stronger. Last night she used her wings for the first time. We left her in the back parlor when we went to bed, and this morning I found her in the front parlor, under the mantlepiece, where the Mayflowers are. Her wings are very brittle now, and not nearly so pretty as they were at first. She has not laid any eggs since Saturday.

Tuesday, April 22. Oh, how lovely! A beautiful yellow butterfly has come to stay with Beauty. The little cousins are as happy as happy can be, on a bunch of fresh Mayflowers.

In the next essay Helen weaves fancy and fact charmingly together.

Jacky and Mayo.

I know a little boy who has a fine large dog named Mayo. The boy's name is Jacky. Papa calls him Baby Jack. Jacky was four years old his last birthday. His mamma thinks he is the prettiest baby in all the land; and you would think so too,

if you knew him. He has big, brown eyes, and hair the color of the sun, and soft, rosy cheeks. When people meet Jacky and his mother walking in the park, they say: "See that beautiful little fellow! I wonder who he is!" When papa comes home at night he takes Jacky in his arms, and puts back the tangled golden curls from his smooth forehead, and kisses him many times, saying: "What has Baby Jack been doing today?"

Do you think there ever was another baby quite as beautiful as this one I am telling you about?

Mayo is an Irish setter, very proud of his curly red coat and silken ears. Jacky and Mayo are the best of friends. They play together all the day long. It is fun to watch them while they frolic. Jacky tries to ride Mayo; but Mayo does not like that, so he turns over in the middle of the road, and Jacky gets his clean white dress all soiled and much rumpled. Both the boy and the dog think that the greatest fun of all. Sometimes Jacky puts his chubby arms around Mayo's neck, and says: "Oh, what a good doggie you are! I love you as hard as I can!" Mayo wags his tail and licks Jacky's hands, as if to say: "I love you, too, little playmate!" When the sun goes down in the west, and the stars begin their twinkling, Jacky and his faithful companion have their supper and go to bed. And now I must leave the sweet child and his kind friend, for I cannot follow them into dreamland yet.

HELEN A. KELLER.

The intellectual improvement which Helen has made in the past two years is shown more clearly in her greater command of language and in her ability to recognize nicer shades of meaning in the use of words than in any other branch of her education.

From the very first she evinced an extraordinary aptitude for learning language. She has always been able to remember words and phrases without making any special effort to do so, and she seems to know intuitively how to

use them correctly. Not a day passes that she does not learn many new words, nor are these merely the names of tangible and sensible objects. For instance, she one day wished to know the meaning of the following words: *phenomenon*, *comprise*, *energy*, *reproduction*, *extraordinary*, *perpetual* and *mystery*. Some of these words have successive steps of meaning, beginning with what is simple and leading on to what is the essence of abstraction. It would have been, for example, a hopeless task to lead Helen's mind to comprehend the more abstruse meanings of the word *mystery;* but she understood readily that it signified something hidden or concealed, and when she makes greater progress, she will grasp its more abstruse meaning as easily as she now does the simpler signification. In investigating any subject there must occur at the beginning words and phrases which cannot be adequately understood until the pupil has made considerable advancement; yet I have thought it best to go on giving my pupil simple definitions, thinking that, although these may be somewhat vague and provisional, they will come to one another's assistance, and that what is obscure today will be plain tomorrow.

I am constantly asked, by those familiar with the difficulties of teaching language to deaf-mutes, how Helen has acquired such a comprehensive command of English in so short a time. In teaching her I have no particular system or theory. I regard my pupil as a free and active being, whose own spontaneous impulses must be my surest guide. I have always talked to Helen exactly as I would talk to a seeing and hearing child, and I have insisted that other people should do likewise. Whenever any one asks me if she will understand this or that word I always reply:

"Never mind whether she understands each separate word of a sentence or not. She will guess the meanings of the new words from their connection with others which are already intelligible to her."

In selecting books for Helen to read, it has never occurred to me to choose them with reference to her misfortune. She always reads such publications as seeing and hearing children of her age read and enjoy. Of course in the beginning it was necessary that the things described should be familiar and interesting, and the English pure and simple. As soon as Helen's curiosity in regard to any subject is aroused, it is surprising to see how certain obstacles which a moment before seemed to bar her progress vanish like clouds before the brightness of her awakened intellect. I remember distinctly when she first attempted to read a little story. She had learned the letters of the alphabet, and for some time had amused herself by making simple sentences, using slips on which the words were printed in raised letters; but these sentences had no special relation to one another. One morning we caught a mouse, and it occurred to me, with a live mouse and a live cat to stimulate her interest, that I might arrange some sentences in such a way as to form a little story, and thus give her a new conception of the use of language. So I put the following sentences in the frame, and gave it to Helen: "The cat is on the box. A mouse is in the box. The cat can see the mouse. The cat would like to eat the mouse. Do not let the cat get the mouse. The cat can have some milk, and the mouse can have some cake." The word *the* she did not know, and of course she wished it explained. At that stage of her advancement it would have been impossible to explain its use, and so I did not

try, but moved her finger on to the next word, which she recognized with a bright smile. Then, as I put her hand upon puss sitting on the box, she made a little exclamation of surprise, and the rest of the sentence became perfectly clear to her mind. When she had read the words of the second sentence, I showed her that there really was a mouse in the box. She then moved her finger to the next line with an expression of eager interest. "The cat can see the mouse." Here I made the cat look at the mouse, and let Helen feel that the cat's face was turned that way. The expression of the little girl's countenance showed that she was perplexed. I called her attention to the following line, and, although she knew only the three words, *cat*, *eat*, and *mouse*, she grasped the idea. She pulled the cat away and put her on the floor, at the same time covering the box with the frame. When she read, "Do not let the cat get the mouse!" she recognized the negation in the sentence, and seemed to know intuitively that the cat must not get the mouse. "Get" and "let" were new words. She was perfectly familiar with the words of the last sentence, and was delighted when allowed to act them out. By signs she made me understand that she wished another story, and I gave her a book containing very short stories, written in the most elementary style. She ran her fingers along the lines, finding the words she knew and guessing at the meaning of others, in a way that would convince the most conservative of educators that a little deaf child, if given the opportunity, will learn to read as easily and naturally as ordinary children.

How rapid has been Helen's progress in story-telling may be seen from the following tale, which also shows her tenderness of heart.

A Sad Story.

About eight o'clock, one very cold evening last winter, a little girl and her teacher were hurrying along Broadway, South Boston, anxious to reach their bright, warm home; for, although they were very warmly dressed, their feet and hands were almost frozen, and the falling snowflakes made it difficult for them to find their way safely. "How cold those little boys, standing under the street light, must be!" thought the little girl. "I wonder why they do not go home, out of the storm." Her teacher explained to her that they were little newsboys, and that they were trying to sell their papers, because some of them were poor, and needed money to buy food for themselves. The child's eyes filled with tears, to think how sad and lonely the little fellows looked, and when she got home she wrote this sad story. It is only a story, but I think it may have happened to just one little newsboy.

One bitterly cold night last January a little newsboy stood before a large house on Broadway, in South Boston, trying to sell his papers. Dear little stranger! how sad and lonely he looked, standing there close to the lamp post crying, *Herald*, *Globe*, and *Evening Record*. The busy people hurried past him, eager to reach their own pleasant homes and loved ones. Very, very few paused to buy a paper from the little fellow, who stood shivering with cold under the street light. The poor boy gazed up at the windows of the great house, and thought how warm and comfortable the children inside were; and his eyes filled with tears at the thought of his own loneliness. He leaned against the lamp post, tired and cold and hungry. He could hardly stand alone, but after a moment he said to himself, "I must try to sell just one paper, or I shall starve before day." He made a great effort to move; and just then the door of the great house opened, and a little girl called him to approach. He climbed the slippery steps as fast as he could.

"Come in!" said the kind-hearted little girl, "and warm yourself by the fire. I fear you are almost frozen, and I am sure you are hungry, too." She took his rough, cold hand in hers, and gently led him into the hall. "Thank you!" said the poor boy, gratefully.

Then he whispered mournfully, "I have had nothing to eat since morning."

"How very pitiful!" said the child tenderly. "You shall have a nice warm supper in a few minutes."

But suddenly one of the servants appeared in the hall, and ordered the ragged stranger out of the house.

"Oh, Mary!" cried the little girl, "he is cold and weary and hungry. Please let him sit by the fire and get warm, and have something to eat."

"No!" said Mary decidedly. "Your mother would be displeased if she knew such a person was in the house." Then she pushed the weeping boy out on the steps, in the snow and the cold, and closed the door.

"Poor little brother!" cried Violet, opening the door again. "Wait a moment, and I will give you some money, and you can buy something to eat."

She vanished, and returned in a moment with a bright silver dollar her papa had given her that morning, to buy a new toy. She gave it to the boy with a sweet kiss and a gentle good-bye. "Try to be cheerful!" she said, "and whenever you come on this street, I will try to see you and speak to you." Then she shut the door.

The little newsboy was too cold and desolate to think of food. He longed to lie down in some sheltered place, and rest. He walked on and on, until he came to a quiet street, where there were few people passing, and looked around for a sheltered nook; but he saw none, so he crept close to a stone wall, and lay down with his papers in his arms, and the bright silver dollar the little girl had given him clasped tight in one hand.

In the morning a gentleman found the little newsboy still

sleeping peacefully, and when he brushed away the soft, white snow that covered his pale face, he saw that the child was dead.

HELEN KELLER.

I am convinced that the freedom and accuracy which characterize Helen's use of English are due quite as much to her familiarity with books as to her natural aptitude for learning language. When at the institution she spends much of her time in the library. Books are to her unfailing sources of delight. She often reads for two or three hours in succession, and then lays aside her book reluctantly. One day as we left the library I noticed that she appeared more serious than usual, and I asked the cause. "I am thinking how much wiser we always are when we leave here than we are when we come," was her reply.

In a letter written to a little friend last January, she describes the library quite fully. Here is a part of the letter: —

I am sitting in a sunny corner of the library, with many curious and interesting companions. The books please me most, because they have so much to tell me about everything. They are very wise. The beautiful shells and the minerals have many secrets to tell us, but we have to study a great deal before we can find them out. The stuffed animals and the models help to make my lessons easy.

When asked why she loved books so much, she once replied: "Because they tell me so much that is interesting about things I cannot see, and they are never tired or troubled like people. They tell me over and over what I want to know."

She runs the forefinger of her right hand over the printed pages, perceiving at a glance, as it were, the main points; and she not only grasps the ideas quickly, but she also has the faculty of embodying them in language quite different from that used by the author.

While reading to her from Dickens's "Child's History of England," I had many opportunities of testing her power of comprehension. When we came to the sentence, "Still the spirit of the Britons was not broken," I asked what she thought that meant. She replied: "I think it means that the brave Britons were not discouraged because the Romans had won so many battles, and they wished all the more to drive them away." It would not have been possible for her to give satisfactory definitions of the words in this sentence; and yet she had caught the author's meaning, and was able to give her understanding of it in her own way. The very next lines are still more idiomatic: "When Suetonius left the country they fell upon his troops and retook the island of Anglesea." Here is her interpretation of the sentence: "It means that when the Roman general had gone away, the Britons began to fight again; and because the Roman soldiers had no general to tell them what to do, they were overcome by the Britons and lost the island they had captured."

The more Helen reads and the more extended her knowledge becomes, the greater will be her power of comprehension and the more full her appreciation of the force and beauty of our glorious tongue. Although her vocabulary is now large and she is constantly meeting with new words, her conversation is simple and natural, but more mature than that of ordinary children. The

tendency mentioned in my last report, — to omit in conversation words and phrases not absolutely necessary, — has, I am glad to say, been entirely overcome. In order to secure variety of expression, I have required her to state the same fact in as many different ways as possible. She enjoys this *play on words*, as she calls it, and it certainly is a most profitable amusement. The progress which she has already made in language is most gratifying, and promises well for the future.

Constant practice has given to the sense of touch a delicacy and precision such as are seldom attained by blind and never by seeing persons. Sometimes it seems as if her very soul were in her fingers, she finds so much to excite wonder even in common things. People frequently say to me: "She sees more with her fingers than we do with our eyes." Those who know her are often astonished at the amount of information she will get from a casual examination of an object.

She will name every article of furniture in a room where she has only been for a few moments. Whenever she visits a new place it is my custom to require her to give either with her fingers or pencil a description of what she sees there. This helps her to form accurate mental pictures of things and places, and I find that it has assisted her greatly in forming conceptions of things which she has not touched but merely read or heard about. The following is Helen's account of a visit to the country: —

A Visit to the Country.

Last May, when the golden sunshine filled our beautiful world with warmth and brightness, teacher and I went to Beverly, to spend a few days with some very kind friends. It

was delightful to smell the fresh country air, and to know that the sky was blue, and to feel the soft grass under our feet; and, best of all, we could enjoy the delicious sea breeze, that came straight to us from the ocean. And such fun! such fun! as we did have, picking daisies and buttercups and red clovers, and climbing apple-trees, to touch the young birds very gently. The apple blossoms made such a dainty shelter for the nests that it made me wish I were a little bird, so that I could build my house up in an apple-tree. I think it would be lovely to sing sweetly all the day long, high up in a tree! Do you? But I think little girls can enjoy more than the birds or the trees or the flowers, because they have minds which can think about everything.

One sunny day we went to see our dear poet, Mr. Whittier. He was very kind to me, because he loves children, and likes to make them happy. I told him about Beauty [her moth] and about my home and dear baby sister. He was very kind to show me all the things in his study, to entertain me. Then I had some nice cake, and we thanked the kind gentleman for his courtesy and came away.

It was Decoration Day; and whenever the train stopped, we saw people carrying flowers to put on the graves of brave soldiers. Once we crossed the Merrimac River; but it was not a busy river that day, for all the factories were closed, and the people were having a holiday. I shall always call the Merrimac Whittier's River, because he lives near it, and loves it; and I like to call the Charles Holmes' Gentle River, because it is very dear to him.

When our visit was over we returned to the city, with hands full of country beauties, — buttercups and daisies, and other wild flowers; and we gave them to the poor little city children we met in the streets. HELEN A. KELLER.

She prefers intellectual to manual occupations, and is not so fond of fancy work as many of the blind children

are; yet she is eager to join them in whatever they are doing. She has learned to sew, knit and crochet fairly well, and is especially happy when allowed to sit and work with the other girls, occasionally stopping to chat with them. She has learned to use the Caligraph typewriter, and writes very correctly but not rapidly as yet, having had less than a month's practice.

More than two years ago a cousin taught her the telegraph alphabet by making the dots and dashes on the back of her hand with his finger. Whenever she meets any one who is familiar with this system, she is delighted to use it in conversation. I have found it a convenient medium of communicating with Helen when she is at some distance from me, for it enables me to talk with her by tapping upon the floor with my foot. She feels the vibrations and understands what is said to her.

She easily seizes upon any means of intercourse with others, and remembers most tenaciously the various methods of communication taught her by different people. Three years ago last June, 1888, when we were in Washington, Professor Bell taught her in a few moments an arrangement of the letters of the alphabet upon the palm of the hand which would enable anyone to converse with her. The letters are written on a glove. By touching these letters as one would the keys of a piano, words may be spelled, and after a little practice this method of communication can be very rapidly used; but Helen expresses her thoughts so quickly and naturally by means of the manual alphabet that I did not think it worth while to require her to use this new method, and I supposed she had forgotten it; but on meeting Professor Bell a year ago last May, she began to talk with him in this way.

While visiting the school for deaf-mutes at Beverly last summer she learned many of the natural signs and was greatly amused by them. Her quick and graceful movements delighted her deaf friends, and indeed few of them were more expert than their little visitor in reading the natural language of the heart.

As has been stated in previous reports, Helen's hands are not her only medium of contact with the outer world. Her whole body is so finely organized and so susceptible to outside influences that it renders her mind excellent service. She is conscious of the slightest change in the atmosphere. I never think of telling her the state of the weather. Awaking one morning after several days of continuous rain, she asked: "Are you not glad it is pleasant today?" When I asked her how she knew that it was pleasant, she replied: "I know it because I feel the brightness."

Quick music animates her, while slow strains have the opposite effect. She says: "Gay music makes my heart dance."

She derives much pleasure and not a little profit from taste and smell. She is passionately fond of flowers, and can quickly distinguish the different varieties by their fragrance; but I think the delicate texture and exquisite shapes of flowers afford her as much pleasure as their perfume. It is natural that people should pity Helen because she cannot see the flowers or the blue sky, or hear the songs of birds; and yet her enjoyment of what she can perceive is very great. Her vivid imagination and sympathetic nature enable her moreover to enter into the enjoyment of others. In a letter written to me, dated July 6, 1889, she says: —

I cannot see the bright faces of the flowers when I walk in the garden, but I know they are all around me, because I have touched them many times and because the air is full of their fragrance. Mother has some beautiful lilies now. Can you hear the lily-bells when they whisper together very softly?

To Helen all life is sacred, and she loves to think of the flowers and the trees as children of sweet Mother Nature. I have never known her to evince antipathy towards any living thing except a serpent; and last summer she made a great effort to overcome the natural aversion which she felt on touching the smooth, cold body of a snake, which one of the boys had killed. "We must try not to hate snakes," she said to her brother, "because they cannot help being very ugly."

Her love of animals and the tender care she takes of her pets need not here be referred to at length. She is now the happy possessor of a fine mastiff and a very gentle donkey, both gifts from a dear friend in Pennsylvania. The following is the letter she wrote to the gentleman on first receiving the puppy: —

South Boston, Mass., Nov. 20, 1889.

My Dear Mr. Wade: — I have just received a letter from my mother, telling me that the beautiful mastiff puppy you sent me had arrived in Tuscumbia safely. Thank you very much for the nice gift. I am very sorry that I was not at home to welcome her; but my mother and my baby sister will be very kind to her while her mistress is away. I hope she is not lonely and unhappy. I think puppies can feel very homesick, as well as little girls. I should like to call her Lioness, for your dog. May I? I hope she will be very faithful, — and brave, too.

I am studying in Boston, with my dear teacher. I learn a

great many new and wonderful things. I study about the earth, and the animals, and I like arithmetic exceedingly. I learn many new words, too. *Exceedingly* is one that I learned yesterday. When I see Lioness I will tell her many things which will surprise her greatly. I think she will laugh when I tell her that she is a vertebrate, a mammal, a quadruped; and I shall be very sorry to tell her that she belongs to the order Carnivora. I study French, too. When I talk French to Lioness I will call her *mon beau chien*. Please tell Lion that I will take good care of Lioness. I shall be happy to have a letter from you when you like to write to me.

From your loving little friend, HELEN A. KELLER.

P. S. I am studying at the Institution for the Blind.

H. A. K.

The following sketch ingeniously weaves fancy and fact together, and shows what an important place her dog occupies in Helen's thoughts.

THE DOG.

Come here, Lioness, I have many strange things to tell you about yourself. You may not believe it all, but it is true, and you must be still, like a good dog, and listen to what I have to say.

Of course you know that you belong to the animal kingdom. You never could have thought you were a plant or a mineral, and everything else in the world belongs to the animal kingdom. You have a backbone, and that is why you are called a vertebrate; and when you have some cunning little puppies, you will feed them with milk, as other mammals do, and that is why the wise men put you in the class Mammalia. Then, Lioness, you know perfectly well that you like raw meat better than anything else; and animals that eat raw meat are carnivorous.

How many feet have you? Can't you count four? See, here are your two fore paws, and there are your two hind legs; and animals which have four feet are quadrupeds.

Your legs are not as slender as Guy's, but they are very muscular. You are covered with pretty, soft, brown hair. It is straight, but generally dogs wear curled coats. Your chest is broad and deep, so that you can take a good breath when you wish to run swiftly. Your head is pointed, but not nearly so much so as Spoke's. Your mouth is filled with powerful teeth, similar in shape to the cat's teeth. You must not pull away your head so, for it is true! You are like Pussy in many things. Your tongue is soft, and you use it to lap up liquids. You never perspire through your skin as other animals do. When your body is heated, the moisture passes off from your tongue. That is why you always run with your tongue hanging out of your mouth. The under parts of your feet are padded, like the cat's. There are five toes on your fore feet, and five on your hind feet. The two middle ones are longest and equal. The fifth toes of your hind feet never touch the ground. Each toe has a strong, blunt claw, — which is not retractile. Hence you cannot walk as noiselessly as the Kitty. Your claws are better fitted for digging and holding.

Your senses of sight, hearing and smell are very perfect, but your sense of taste is not well developed. If you are hungry, you will eat things which are not good at all. You can live a long time without food or drink. You have relations in all countries. Wherever there is a man, the dog is his best friend. You love people much better than the place where you live; but I am afraid, dear, you dislike cats. You turn round many times before you lie down. Can you tell me why? You prick up your ears, and bark at the least noise; and I am sure there never was such a brave and faithful dog as you are, my own Lioness.

HELEN KELLER.

The pleasure which these pets give her is shown in a letter written in September, 1890. Here is a part of it.

We are all very well and happy at Fern Quarry. I take long rides through the pleasant woods on my donkey's back. Neddy does not care much about the pretty wild-flowers or the buds, but he is very glad when I dismount and let him hunt for something to eat. My beautiful, strong mastiff, Lioness, always goes with us, and lies by a log while we rest.

Helen's feelings toward animals may be further seen in the following sketch from her pen.

JAN. 14, 1890.

PEARL AND HER PIGEONS.

WHEN Pearl was seven years old her brother Freddie gave her two pretty white pigeons. The little girl was as happy as a queen when she saw her pretty pets. She named one Dot and the other Phil. Pearl loved dearly to play with them, but she did not like to keep them shut up in a cage. Sometimes she would open the window, and say to them: "Fly away, my dearies, and play with other birds! I do not wish to keep you here this beautiful morning." They would flutter their wings joyously, peck her hand, and make a funny little noise, which sounded very much like "good-bye, sweet mistress! We will return soon, and tell you all about the sunny world, and what the birds are doing." When Pearl went out in the garden to pull flowers, or give her dollies a ride, the pigeons would come to her, and light upon her head; and sometimes they would poke their bills into her mouth for a kiss. She fed them with crumbs from her hand, and every morning she gave them some fresh, sparkling water to bathe in.

Phil called Dot his little wife, and he often invited her to take a walk with him. When Dot was not busy she went with

him. In the beautiful springtime Dot laid five white eggs and sat on them till the wee birds crept out. Dot and Phil were as happy as they could be, and so proud of their little family! Pearl put crumbs enough for all beside the nest, which pleased Mother Dot very much. Then she would sit down beside the cage and watch the mother-pigeon, patiently teaching the little ones to eat. One morning Pearl heard one of the small pigeons say, "Oh, mamma, where do these nice crumbs come from?' The mother-pigeon replied: "Pearl, a kind-hearted little girl, puts them here." "Why," said the foolish little thing, "I am surprised to know it." Pearl often heard the mother-bird putting her little family to sleep; and she would say to her darling baby brother: "Listen, dear! I hear the mother-pigeon cooing softly to her little ones." HELEN A. KELLER.

It is her loving and sympathetic heart, rather than her bright intellect, which endears Helen to everybody with whom she comes in contact. She impresses me every day as being the happiest child in the world, and so it is a special privilege to be with her. The spirit of love and joyousness seems never to leave her. May it ever be so! It is beautiful to think of a nature so gentle, pure and loving as Helen's. It is pleasant also to think that she will ever see only the noblest side of every human being. While near her the roughest man is all gentleness, all pity. Not for the world would he have her know that he is aught but good and kind to everyone. So we see, pathetic as little Helen's life must always seem to those who enjoy the blessings of sight and hearing, that it is yet full of brightness and cheer and courage and hope.

Here is a paragraph which proves how her childish affections enter into her earliest efforts at story-telling.

WILLIE AND HIS SISTER.

ONCE there was a beautiful little boy named Willie; and he had a sweet sister, younger than himself, who always loved to play with Willie. Her name was Dolly. The children looked very pretty together. The little boy had bright golden ringlets and roguish blue eyes and two round cheeks. They were as rosy as red apples. The little girl had long brown curls, large brown eyes, and a most fair and beautiful complexion. Sometimes the children would walk out together, and look at the little birds, hopping about their nests. They would fill their white aprons with the fragrant flowers, and run gayly to the house to give them to precious mamma.

A letter written to her French teacher takes the form of a story, and indicates at once the sensitive and philosophic character of Helen's mind.

TUSCUMBIA, ALA., May 17, 1889.

MY DEAR MISS MARRETT: — I am thinking about a dear little girl, who wept very hard. She wept because her brother teased her very much. I will tell you what he did, and I think you will feel very sorry for the little child. She had a most beautiful doll given her. Oh, it was a lovely and delicate doll! but the little girl's brother, a tall lad, had taken the doll, and set it up in a high tree in the garden, and had run away. The little girl could not reach the doll, and could not help it down, and therefore she cried. The doll cried, too, and stretched out its arms from among the green branches and looked distressed. Soon the dismal night would come, — and was the doll to sit up in the tree all night, and by herself? The little girl could not endure that thought. "I will stay with you," said she to the doll, although she was not at all courageous. Already she began to see quite plainly the little elves in their tall pointed hats, dancing down the dusky alleys, and peeping from between the bushes, and they seemed to come

nearer and nearer; and she stretched her hands up towards the tree in which the doll sat, and they laughed, and pointed their fingers at her. How terrified was the little girl; but if one has not done anything wrong, these strange little elves cannot harm one. "Have I done anything wrong? Ah, yes!" said the little girl. "I have laughed at the poor duck, with the red rag tied round its leg. It hobbled, and that made me laugh; but it is wrong to laugh at the poor animals!"

Is it not a pitiful story? I hope the father punished the naughty little boy. Shall you be very glad to see my teacher next Thursday? She is going home to rest, but she will come back to me next autumn.

Lovingly, your little friend,

HELEN ADAMS KELLER.

In the same tender vein is another sketch, which shows the strength of home ties in my pupil's mind.

SISTER MABEL.

Harry is twelve years old. He has two little sisters, both younger than himself. Mabel is ten and Kitty is five years of age. They live in a beautiful and quiet village, in a far-away Southern country, where the sun shines brightly nearly all the year, and where the little birds fill the air with their glad songs from morning until night, and where each gentle breeze is sweet with the perfume of roses, jasmines and magnolias.

Harry and Kitty have a little garden on the sunny side of the house, which they plant and carefully tend. Harry digs and ploughs the ground, because he is taller and stronger than Kitty. When the ground is all ready, Kitty helps sow the seeds, and covers them lightly with soil. Then they bring water from the well to sprinkle over them. The little boy and his wee sister are very happy together.

Mabel loves to watch them at play from her window. Mabel is an invalid. She has never been able to run and frolic with

her brother and sister, but Mabel is not often sad. She sits by the window, with the warm sunshine upon her pretty brown hair and pale face, and chats happily to the other children while they work or play. Sometimes a sad feeling comes into Mabel's heart, because she cannot run and skip like other little girls; but she wipes away the tears quickly, when she sees her brother or sister coming towards her, and tries to greet them with a pleasant smile; for Mabel does not wish to make them unhappy. She often tells Kitty pretty stories she has read, and is always delighted to help Harry with his lessons. I am very sure Mabel helps everybody with her sunny smiles and gentle words. Harry is sure to bring Mabel the first juicy peach which ripens, and dear little Kitty never forgets to give her the first sweet hyacinth which blooms in the little garden.

When Harry was ten years old his father gave him a pretty pony, named Don, — a beautiful pet, and very gentle. Nearly every pleasant morning after breakfast Harry and Kitty would go to the stable, and saddle and bridle Don. Then they would lead him around to the side of the house, under Mabel's window; and there he would stand quietly, until the other children were ready for their ride, and let Mabel pat his soft nose, while he ate the delicious lumps of sugar which she kept for him.

Don has a good friend named Jumbo. Jumbo is a splendid mastiff, with large, kind eyes. Don is never happy if Jumbo is not at his side. Jumbo will sit on his hind legs, and look up at Don; and Don will bend his beautiful head, and look at Jumbo. Mabel thinks they have some way of talking to each other; for why should not animals have thoughts and a language as well as we?

Harry would mount Don first. Then Kitty's mother would put a blanket before the saddle, and place Kitty upon it; and Harry would put his arms around her, and give her the reins, and away they would go! First, they would ride through the village, and then they would take the broad country road.

They would sometimes stop Don, to admire the green fields and lovely wild-flowers that grew by the way. On their way home they would dismount, and gather the most beautiful flowers they could find for Mabel. Then Harry would drive, and Kitty would hold the flowers in her lap. The boy and girl made a pretty picture, sitting so gracefully on the pony's back, and many people looked at them. Mabel always kissed her hand to them when she saw them coming up the path.

HELEN A. KELLER.

LITERARY COMPOSITIONS.

Helen's marvellous progress in the acquisition of language and the accumulation of knowledge is clearly seen in her writings. These are quite voluminous. They treat of a great variety of subjects, and show that in fertility of mind and versatility of thought, in liveliness of imagination and simplicity of expression, and in extent of information and a gracious delicacy of touch, no child of her age can surpass her.

In addition to the numerous letters and sketches which have been already incorporated in this narrative to illustrate the various phases of Helen's development, a few more are given below.

SOUTH BOSTON, MASS., Dec 3, 1889.

MY DEAR MOTHER: — Your little daughter is very happy to write to you this beautiful morning. It is cold and rainy here to-day. Yesterday the Countess of Meath came again to see me. She gave me a beautiful bunch of violets. Her little girls are named Violet and May. The Earl said he should be delighted to visit Tuscumbia the next time he comes to America. Lady Meath said she would like to see your flowers, and hear the mocking-birds sing. When I visit England they want me to come to see them, and stay a few weeks. They will take me to see the Queen.

I had a lovely letter from the poet Whittier. He loves me. Mr. Wade wants teacher and me to come to see him next spring. May we go? He says you must feed Lioness from your hand, because she will be more gentle if she does not eat with other dogs.

Mr. Wilson came to call on us one Thursday. I was delighted to receive the flowers from home. They came while we were eating breakfast, and my friends enjoyed them with me. We had a very nice dinner on Thanksgiving day,— turkey and plum-pudding. Last week I visited a beautiful art store. I saw a great many statues, and the gentleman gave me an angel.

Sunday I went to church on board a great war-ship. After the services were over the soldier-sailors showed us around. There were four hundred and sixty sailors. They were very kind to me. One carried me in his arms so that my feet would not touch the water. They wore blue uniforms and queer little caps. There was a terrible fire Thursday. Many stores were burned, and four men were killed. I am very sorry for them. Tell father, please, to write to me. How is dear little sister? Give her many kisses for me. Now I must close. With much love, from your darling child, HELEN A. KELLER.

Helen became especially interested in Dr. Holmes, as may be seen by her letter to the popular juvenile monthly.

SOUTH BOSTON, March, 1890.

DEAR SAINT NICHOLAS:— I am very happy because you are going to print my little story. I hope the little boys and girls who read *Saint Nicholas* will like it. I wonder if any of them have read a sad, sweet story called "Little Jakey." I am very sure they would like it, for Jakey is the dearest little fellow you can imagine. His life was not so full of brightness as "Little Lord Fauntleroy's," because he was poor and blind; but I love them both, and call them my dear little friends. This

is the way Jakey tells of his blindness: "Ven Gott make my eyes, my moder say he not put ze light in zem."

I used to think — when I was a very small child, before I had learned to read — that everybody was always happy, and at first I was grieved to know about pain and great sorrows; but now I understand that if it were not for these things people would never learn to be brave and patient and loving.

One bright Sunday, a little while ago, I went to see a very kind and gentle poet. I will tell you the name of one of his beautiful poems, and you will then be able to guess his name. The "Opening of the Piano" is the poem. I knew it and several others by heart; and I had learned to love the sweet poet long before I ever thought I should put my arms around his neck, and tell him how much pleasure he had given me, and all of the little blind children, — for we have his poems in raised letters. The poet was sitting in his library, by a cheerful fire, with his much-loved books all about him. I sat in his great easy chair, and examined the pretty things, and asked Dr. Holmes questions about people in his poems. Teacher told me about the beautiful river that flows beneath the library window. I think our gentle poet is very happy when he writes in this room, with so many wise friends near him.

Please give my love to all of your little readers.

From your loving friend, HELEN A. KELLER.

This interest took form in an essay on the subject of Dr. Holmes's most beautiful poem.

THE CHAMBERED NAUTILUS.

See! What a beautiful shell! And it is as curious as it is beautiful! It was once the home of a timid little animal called the Pearly Nautilus, — because of its shell, which is as pure and beautiful as a pearl.

On very still nights, when there is not a breeze stirring the waves, the Nautilus has sometimes been seen floating upon the

water, with head and tentacles spread out, and the shell gliding over the blue ocean like a lovely fairy boat. That is why our dear poet has called it the "Ship of Pearl."

This wonderful child of the sea lives a solitary life, far away in the deep waters of the Indian Ocean. He belongs to the large and interesting family of mollusks; but he does not seem to enjoy the society of his less beautiful cousins, for he hides from them, in his own lovely shell.

In his babyhood the Nautilus lived in a wee curled shell, no larger than a pea; but, as his body grew, he stretched out the wonder-working mantle which Mother Nature has given to all mollusks, and took tiny bits of lime out of the water, and enlarged his shell with them. Silently and patiently he toiled, adding chamber after chamber to his dainty dwelling-place, until it was completed. Then he died, leaving us his beautiful home; and we love and admire it, because of the wonderful story it tells us. This is the way our dear poet tells the story: —

> Year after year beheld the silent toil
> That spread his lustrous coil.
> Still as the spiral grew
> He left the past year's dwelling for the new,
> Stole with soft step its shining archway through,
> Built up the idle door,
> Stretched in his last-found home, and knew the old no more.

One can imagine the pleasure she took in writing this letter to the author.

South Boston, Mass., March 1, 1890.

Dear, Kind Poet: — I have thought of you many times since that bright Sunday when I bade you good-bye; and I am going to write you a letter, because I love you. I am sorry that you have no little children to play with sometimes; but I think you are very happy with your books, and your many, many friends. On Washington's birthday a great many people came here to see the little blind children; and I read for them

from your poems, and showed them some beautiful shells, which came from a little island near Palos.

I am reading a very sad story, called "Little Jakey." Jakey was the sweetest little fellow you can imagine, but he was poor and blind. I used to think — when I was small, and before I could read — that everybody was always happy, and at first it made me very sad to know about pain and great sorrow; but now I know that we could never learn to be brave and patient, if there were only joy in the world.

I am studying about insects in zoölogy, and I have learned many things about butterflies. They do not make honey for us, like the bees, but many of them are as beautiful as the flowers they light upon, and they always delight the hearts of little children. They live a gay life, flitting from flower to flower, sipping the drops of honeydew, without a thought for the morrow. They are just like little boys and girls when they forget books and studies, and run away to the woods and the fields, to gather wild flowers, or wade in the ponds for fragrant lilies, happy in the bright sunshine.

If my little sister comes to Boston next June, will you let me bring her to see you? She is a lovely baby, and I am sure you will love her.

Now I must tell my gentle poet good-bye, for I have a letter to write home before I go to bed.

From your loving little friend, HELEN A. KELLER.

In reply to this tribute came a sympathetic letter from the poet.

BEVERLY FARMS, MASS., Aug. 1, 1890.

MY DEAR LITTLE FRIEND HELEN: — I received your welcome letter several days ago, but I have so much writing to do that I am apt to make my letters wait a good while before they get answered.

It gratifies me very much to find that you remember me so kindly. Your letter is charming, and I am greatly pleased with it. I rejoice to know that you are well and happy. I am very

much delighted to hear of your new acquisition — that you "talk with your mouth" as well as with your fingers. What a curious thing *speech* is! The tongue is so serviceable a member (taking all sorts of shapes, just as is wanted), — the teeth, the lips, the roof of the mouth, all ready to help, and so heap up the sound of the voice into the solid bits which we call consonants, and make room for the curiously shaped breathings which we call vowels! You have studied all this, I don't doubt, since you have practised vocal speaking.

I am surprised at the mastery of language which your letter shows. It almost makes me think the world would get along as well without seeing and hearing as with them. Perhaps people would be better in a great many ways, for they could not fight as they do now. Just think of an army of blind people, with guns and cannon! Think of the poor drummers! Of what use would they and their drumsticks be? You are spared the pain of many sights and sounds, which you are only too happy in escaping. Then think how much kindness you are sure of as long as you live. Everybody will feel an interest in dear little Helen; everybody will want to do something for her; and, if she becomes an ancient, gray-haired woman, she is still sure of being thoughtfully cared for.

Your parents and friends must take great satisfaction in your progress. It does great credit, not only to you, but to your instructors, who have so broken down the walls that seemed to shut you in that now your outlook seems more bright and cheerful than that of many seeing and hearing children.

Good-bye, dear little Helen! With every kind wish from your friend, OLIVER WENDELL HOLMES.

In many ways friends from far and near have tried to brighten Helen's life. One day she was surprised and delighted to receive a letter from Mrs. Laura E. Richards, telling her that the Messrs. Bradstreet of Gardiner, Me., had named a beautiful ship for her.

GARDINER, July 8, 1890.

MY DEAR HELEN: — You probably do not remember me among the many, many people you saw in Boston; but you will know who I am, when I tell you that Mr. Anagnos is my brother-in-law, and Rosy Richards is my daughter. I write to tell you something which I think will please you. There are two gentlemen here in Gardiner, named Bradstreet, who have what is called a lumber company. That is, they buy quantities of logs, — thousands and thousands of them, — up among the forests of northern Maine. These logs are fastened together in long rafts, and brought down the Kennebec River to the Bradstreet Brothers' great saw-mill, where they are cut up into planks and boards, and then sent all over the country.

Now, these two gentlemen have just had a fine new vessel built, to carry their lumber wherever it is wanted; and they thought it would be a very pleasant thing to name the vessel — what do you think? — the HELEN KELLER. In the first place, they think it a very pretty name; and in the second place, they thought you might like to know that, far away in Maine, there are people who know about you, and think of you, although they have never seen you. So now — only think! there are two Helen Kellers! One stays at home, and studies and plays; and the other goes sailing all over the world, over the blue sea, carrying wood from the forests of America to far-away lands. Is not this a pleasant thought, dear? I hope the winds and the waves will be very kind and gentle to the new Helen, — that her shining white sails may be filled by favoring breezes, and that the ripples may break lovingly about her prow. If you are pleased at the naming of the ship, perhaps you would like to write a little note to the Messrs. Bradstreet, telling them so; or, if you had rather, you can send the message through me. Rosy sends you a great deal of love; and I am, dear Helen, cordially your friend,

LAURA E. RICHARDS.

Here is Helen's reply: —

TUSCUMBIA, ALA., July 14, 1890.

MY DEAR MRS. RICHARDS: — I remember you very well, and Miss Alice and dear Rosy. I was delighted to hear that I had such a beautiful namesake. I think it was very, very kind of the gentlemen to think of me, and call their great new ship for me; and I thank you for writing such a nice letter about it. I have been at home three weeks now, and oh, how happy I have been with my dear parents and my precious little sister! I have the gentlest donkey you can imagine, and a splendid mastiff dog named Lioness. Please give my dear love to your children, and give Rosy a sweet kiss for me.

Lovingly, your little friend, HELEN A. KELLER.

In obedience to Mrs. Richards' suggestion, the grateful girl wrote also this graceful letter to the Messrs. Bradstreet.

TUSCUMBIA, ALA., July 14, 1890.

MY DEAR, KIND FRIENDS: — I thank you very, very much for naming your beautiful new ship for me. It makes me very happy to know that I have kind and loving friends in the far-away State of Maine. I did not imagine, when I studied about the forests of Maine, that a strong and beautiful ship would go sailing all over the world, carrying wood from those rich forests, to build pleasant homes and schools and churches in distant countries. I hope the great ocean will love the new Helen, and let her sail over its blue waves peacefully. Please tell the brave sailors, who have charge of the HELEN KELLER, that little Helen who stays at home will often think of them with loving thoughts. I hope I shall see you and my beautiful namesake some time.

With much love, from your little friend,

HELEN A. KELLER.

To the Messrs. BRADSTREET.

The following response from the owners of the vessel gave Helen great delight.

SOUTH GARDINER, Me., Aug. 4, 1890.

DEAR HELEN: — We were very glad to receive your letter, and to know that you were pleased to have our new vessel named for you.

The new Helen was safely launched, and has your name, in bright new letters, on her bow and stern, and on her flag.

We will give your kind message to the captain and the sailors; and think they will be proud to have it, and that they will try to be worthy of your loving thoughts, and to sail the new vessel safely for many years.

Yours truly, J. S. & F. T. BRADSTREET.

Helen's mental versatility is well illustrated by this letter to her mother.

SOUTH BOSTON, MASS., New Year, 1890.

MY PRECIOUS MOTHER: — I wish you, father, Mildred and my brother, at home, a very bright and happy New Year. I received your nice letter this morning, and I was so glad to hear from home! I wish I were there to enjoy the lovely flowers and the pleasant weather. I think Charlie would be happy to take us to ride when it is so pleasant. You must pat his soft nose for me. I am sorry that my white pigeon does not come to the house any more, but I hope she and her little family have a cosy home at the stable.

Poor Daisy cannot learn to sing; but next spring she will lay some pretty eggs and sit on them till her babies come out. Then she will carefully tend them until they grow up.

Did Pearl and Jumbo hunt the birds with Simpson? Mr. Wade says I may call my puppy Lioness, because I do not like Eversham at all. If I knew how large Lioness's neck was I would send her a lovely collar, with her name on it. I had some new building blocks Christmas, so you may give my

others to Mildred, if she would like to play with them. The Christmas box from home came all right, and when teacher told me it had come, I danced, and hopped, and skipped into the hall to see it. I think my wrapper is beautiful and warm, and I thank you, dear mamma, for it.

We all enjoyed the delicious cake and cream candy very, very much. Teacher wants me to thank you for her nice gift, and she will write when she is better. Poor teacher is sick in bed, and Dòctor Belt says she must not get up until she is stronger.

Miss Marrett's flowers were wilted. It was too far for them to travel. Mr. Wade's did not have so far to go, so perhaps they kept fresh. Yesterday I received a little box of flowers from Lady Meath, all the way from England. They were so wilted I could not tell that they were violets.

I am glad you all had a pleasant Christmas. We had a very merry time. A kind man brought me a pretty cedar-tree from the forest, and we put it in the parlor. Do you suppose the little cedar was grieved to leave its friends and companions in the forest, and be taken to our parlor? Perhaps trees do not know about grief and sadness. I hope it was very happy to stay with us.

Mrs. Hopkins popped some corn and strung it, and we trimmed the tree with it, and hung bags of candy and oranges all over it, to make it look pretty. Then dear old Santa Claus hung gifts on every branch; and he had some which were too large to hang *on* the tree, so he put them *under* the tree.

Christmas morning we had great fun, finding the gifts and giving them to our friends. I had a pretty rose-jar, filled with dried rose-leaves and spices; a dainty handkerchief case, and four beautiful handkerchiefs, with my initials embroidered in the corner; a lovely doll from Eva (I call her Little Red Riding Hood, because she is dressed in red, and has a pretty red bonnet); a cunning little basket, to keep my worsted in when I am knitting, so that it will not roll on the floor and get

soiled; three bottles of perfume; some building-blocks from Mr. Endicott, and a beautiful rocking-chair. I love to sit in my chair, and rock gently to and fro, while the warm, beautiful sun comes in at the window, with a bright "Good-morning, little maid!" for you know the sun loves everybody, and sends his little sunbeams to warm and gladden everything in our world.

Vacation is over, and the girls have all returned from their homes. Santa Claus was very kind to them. He left them many presents, and a great deal of happiness. I wish I could see my tall brother and my pretty sister. I am glad Mildred liked her mittens. Did she like the funny man blowing his trumpet?

Monday I went to see Miss Freeman, with Miss Riley, to spend the day. I had a splendid time with the children. Mr. Hale came in after dinner. He says the little cousins are all well. I had a beautiful calendar from Miss Moulton, which I will send you. I think you will enjoy looking at the pretty children as much as I did. I tried to watch the Old Year out and the New Year in; but I fell asleep, and when I awoke, the sun was up, and he said: "Oh, little girl, you have travelled nine times around me upon your beautiful chariot!"

I am glad that little Arthur can walk. Tell Mildred to kiss him for me. Tell Simpson to answer my letter soon.

With a happy New Year for all, from your loving little daughter, HELEN.

Another letter is a simple illustration of the openness of Helen's heart to the beauty and meaning of nature.

TUSCUMBIA, ALA., May 27, 1889.

MY DEAR MISS RILEY: — I wish you were here in the warm, sunny south today. Little sister and I would take you out into the garden, and pick the delicious raspberries and a few strawberries for you. How would you like that? The strawberries are nearly all gone. In the evening, when it is cool and

pleasant, we would walk in the yard, and catch the grasshoppers and butterflies. We would talk about the birds and flowers and grass and Jumbo and Pearl. If you liked, we would run and jump and hop and dance, and be very happy. I think you would enjoy hearing the mocking-birds sing. One sits on the twig of a tree, just beneath our window, and he fills the air with his glad songs. But I am afraid you cannot come to Tuscumbia; so I will write to you, and send you a sweet kiss and my love. How is Dick? Daisy is happy, but she would be happy ever if she had a little mate. My little children are all well except Nancy, and she is quite feeble. My grandmother and aunt Corinne are here. Grandmother is going to make me two new dresses. Give my love to all the little girls, and tell them that Helen loves them very, very much. Eva sends love to all.

With much love and many kisses, from your affectionate little friend, HELEN ADAMS KELLER.

The following is one of many charming letters which I received from Helen during our separation, — a period of three and a half months. I had been with her by day and by night for more than two years, and for some time I had felt the need of rest; but the thought of leaving my beloved pupil even for a few months was so painful to me that I deferred my departure as long as possible. It had not occurred to Helen that her teacher could go away without her, and not until my trunk was packed did she fully realize that I was actually departing. Her distress was very great; but when the time for saying farewell arrived she was calm, and fully resolved not to "grieve teacher by crying," and her unselfishness and resolute behavior showed alike her love and self-control.

TUSCUMBIA, ALA., Aug. 7, 1889.

DEAREST TEACHER: — I am very glad to write to you this evening, for I have been thinking much about you all day. I

am sitting on the piazza, and my little white pigeon is perched on the back of my chair, watching me write. Her little brown mate has flown away with the other birds; but Annie is not sad, for she likes to stay with me. Fauntleroy is asleep upstairs, and Nancy is putting Lucy to bed. Perhaps the mocking-bird is singing them to sleep. All the beautiful flowers are in bloom now. The air is sweet with the perfume of jasmines, heliotropes and roses. It is getting warm here now, so father is going to take us to the Quarry on the 20th of August. I think we shall have a beautiful time out in the cool, pleasant woods. I will write and tell you all the pleasant things we do. I am so glad that Lester and Henry are good little infants. Give them many sweet kisses for me.

What was the name of the little boy who fell in love with the beautiful star? Eva has been telling me a story about a lovely little girl named Heidi. Will you please send it to me? I shall be delighted to have a typewriter.

Little Arthur is growing very fast. He has on short dresses now. Cousin Leila thinks he will walk in a little while. Then I will take his soft chubby hand in mine, and go out in the bright sunshine with him. He will pull the largest roses, and chase the gayest butterflies. I will take very good care of him, and not let him fall and hurt himself. Father and some other gentlemen went hunting yesterday. Father killed thirty-eight birds. We had some of them for supper, and they were very nice. Last Monday Simpson shot a pretty crane. The crane is a large and strong bird. His wings are as long as my arm, and his bill is as long as my foot. He eats little fishes, and other small animals. Father says he can fly nearly all day without stopping.

Mildred is the dearest and sweetest little maiden in the world. She is very roguish, too. Sometimes, when mother does not know it, she goes out into the vineyard, and gets her apron full of delicious grapes. I think she would like to put her two soft arms around your neck and hug you.

Sunday I went to church. I love to go to church, because I like to see my friends.

A gentleman gave me a beautiful card. It was a picture of a mill, near a beautiful brook. There was a boat floating on the water, and the fragrant lilies were growing all around the boat. Not far from the mill there was an old house, with many trees growing close to it. There were eight pigeons on the roof of the house, and a great dog on the step. Pearl is a very proud mother-dog now. She has eight puppies, and she thinks there never were such fine puppies as hers.

I read in my books every day. I love them very, very, very much. I do want you to come back to me soon. I miss you so very, very much. I cannot know about many things, when my dear teacher is not here. I send you five thousand kisses, and more love than I can tell. I send Mrs. H. much love and a kiss. From your affectionate little pupil,

HELEN A. KELLER.

III. MORAL NATURE.

"All true glory rests,
All praise of safety, and all happiness,
Upon the moral law."

Wordsworth.

Wonderful as are Helen's intellectual achievements, her spiritual nature furnishes the crown of her glory. Her moral qualities are of the highest order, and command even greater admiration than that due to her mental gifts. She stands as one of the rarest and most perfect types of ethical excellence. In most respects she resembles St. Clara.

"Her heart is pure. Obedience is her guide,
And chastity walks ever by her side."

She is a child of high principle and unimpeachable integrity. Her conduct is irreproachable in every particular. She never speaks a false or unkind word, nor harms a living creature. She has a noble and courageous regard for truth, and her supreme loyalty to it is the light of her whole life. In her written words her language is a beautifully accurate symbol of her thought; and it is with strict propriety that one can apply to her Goethe's beautiful words:

"Dieses ist der Sinn der Wahrheit
Der sich nur mit Schönem schmückt,
Und getrost der höchsten Klarheit
Hellsten Tag's entgegenblickt."

Helen's thoughts dwell in a world of beauty and majesty, and she shines like a new resplendent gem in the treasure-house of humanity. She is pure and fresh as a violet, and —

"Chaste as the icicle
That's curded by the frost from purest snow
And hangs on Dian's temple."

She is thoroughly imbued with the spirit of uprightness, fights heroically the battles of justice and equity, and sacrifices every instinct of selfishness on the altar of generosity. Her sense of honor keeps pace with her sensibility, and maintains the equilibrium of her mind. She has no memory for injuries, and no inclination for revenge. She knows absolutely nothing of the

unkindness, hostility, narrow-mindedness, hatefulness and wickedness of the world around her. Hope, faith and love are so deeply graved upon her soul, that she finds strength when affliction's surges roll maddest, and light and sweet music when she else is blind and deaf.

Helen has implicit trust and confidence in the good intent of every one.

> "Suspicion lurks not in her artless breast,
> The worst suggested, she believes the best."

Rarely has she failed to seek for a charitable excuse for the author of a mean act, of which she had become cognizant. She is always prepared to throw gently the mantle of clemency over all wrong-doers. When she was told of the wickedness of a colored servant who had stolen a breast-pin which had been accidentally sent to the wash, she replied, pityingly, "the poor thing did not know that it was not right to do so!" On another occasion, while she was reading a letter from home, in which one of her pet animals was characterized as *stupid*, she remarked: "Mother does not realize that Cedric is very young!" Even when she was profoundly grieved at the loss of her favorite dog, which had been barbarously killed, near her house, she tried to palliate the cruelty of its slayers by saying that they were ignorant of its goodness. Instances of this kind, showing that Helen is ever ready to go in search of an apology for

transgressors, are very numerous. She earnestly believes that there is good in every human being, and feels a deep interest in the welfare of all. Her concern for the happiness of others manifests itself in various ways, and forms the key-note of the harmony of her character.

Many are the moral qualities which adorn this remarkable child; but a sympathetic and unselfish temper is her greatest ornament, "a pearl without price." These attributes, enhanced by her natural grace and vitalized by her sweetness and modesty, render her a fairy queen who draws to herself hundreds of hearts, — a kindly magician who turns all her visitors into friends and admirers.

Sainte-Beuve says, "some natures are born pure and have received *quand même* the gift of innocence." Unmistakably Helen's is one of these. She certainly belongs to the class of the choicest spirits.

> "She is divinely kissed and sent
> To fill the people with ideal worlds."

She seems to have a mission from above, which is to inspire faith in what is beautiful in humanity. Her soul is a reservoir bursting for an outlet. She is a messenger of helpfulness and joy. She preaches a gospel of hope and cheer, of mercy and generosity, of patience and universal goodness. Her love for her fellow-sufferers so thrills her that it goes out from her with inspiring and

sympathetic touch for all. We stand by her, listening enraptured to the messages which she brings to us from higher spheres, and we cannot be thankful enough for the precious gift of her life.

Mr. William Wade of Hulton, Penn., whom Helen visited at his home in the summers of 1890 and 1891, was so deeply impressed by her moral and intellectual qualities that he wrote a brief account of them, which we take pleasure in printing in this connection.

The wonderful story of Helen Keller is known the world over. In London and Paris the case is noted as the most remarkable on record, and few are the hamlets in America where her achievements are not familiar. The development of this child has indeed been a miracle. In two years' time, she changed from a sightless creature, unable to articulate, whose condition was not far removed from that of a mere animal, into a human being full of the tenderest beauty of thought and gifted with a mental capacity far beyond her years. So marvellous has been this change that the accounts of Helen Keller consist wholly of a history of her wonderful progress; and it is well that the triumph of faithful, loving and intelligent teaching should be made widely known and emphatically dwelt upon. It shows that no cloud is so heavy and dark that loving devotion may not lift it, and let the sunshine through to a darkened mind; and it inspires hope and courage in those who seek to ameliorate the condition of afflicted humanity.

Nevertheless, the most wonderful part of Helen Keller's story has not yet been told; and what remains is more impressive and of more lasting value than the record of her remarkable accomplishments. The child herself is a greater wonder

than her progress; her marvellous inner nature a greater glory to humanity than her learning. A mightier power than any ever known to schools of learning was needed to fill that little heart with the most overflowing sympathy, the most complete unselfishness, and the rarest delicacy and beauty of thought and expression. Her devoted teacher, Miss Sullivan, could not be human if devoid of pride in the astonishing success which has attended her efforts to rescue this darkened mind from its bondage; yet it must be that her love for the exquisite beauty of her charge's heart and mind far excels her pride in the accomplishment of such a wonderful work.

It has been doubted whether the loving, unselfish disposition portrayed in "Little Lord Fauntleroy" could be a real characteristic of any human being; it has been said that the story was a fancy sketch; yet any one who has seen Helen and watched her ways, and the display of her feelings, knows that she is superior even to the creation of Mrs. Burnett's pen, in those attributes which raise mortals to the sky.

Let me give a few of the many instances of her exquisite tenderness of heart and keenness of mind. She visited the country place of a friend last summer on her way home. There she was to see and ride a donkey that had been promised to her, and which was to be sent to her home; and she was delighted at the prospect of owning and riding the quadruped. As soon as she arrived she was mounted on her donkey, her eagerness being so great that Miss Sullivan deemed it better to indulge her, tired as she was with her long night journey. The saddle not fitting the donkey, her seat was not firm; but no thought of fear crossed her mind, and a glory of delight shone over her face as her Neddy trotted off, Helen swaying from side to side, never losing her balance. Tired as she must have been, she did not think of relinquishing her ride until Miss Sullivan said, "Teacher is tired!" but then Helen slipped off like a flash, merely delaying to get permission to take Neddy to the stable and feed him.

On another occasion, when she was having a ride on a pony, led by her entertainer's groom, all paused under the shade of a tree to cool off. On inquiring the cause of the delay, she was told it was to rest and get cool. After a short time she was asked if she was ready to go again, and she said: "Is Michael rested?" This groom, an ignorant Irish laborer, would have worn his shoes out before admitting that doing anything for Helen tired him.

At supper, the little boy of the house was absent, and she was asked, "Isn't Archer a naughty boy to be away from his supper?" But Helen shook her head emphatically as soon as the first three letters of *naughty* were spelled out, and she replied promptly: "No. Something has kept him. Perhaps he didn't hear the bell!" and when the boy did come in, — with the explanation that he had been away after the donkeys, who had broken out of their pasture, — she was in a state of triumphant delight, and would not be satisfied until Archer came to be kissed.

Donkeys are the most provokingly slow of all animals, and Helen's idea of riding was to go at a sharp trot, — the faster the better; but, had she known that this involved the application of a stick to her Neddy, not a step faster than a walk would she have had him go; so the plan was adopted of procuring a heavy club, and whacking every resounding article we came near; and once this club was put in Helen's hand with the suggestion that she should use it "to make Neddy go." An expression of horrified disgust came over her face. "Oh, no; this is better!" she replied; *this* being a twig that might have tickled one of the donkey's ears, but certainly would not have stimulated him out of the slowest of walks.

From her summer home in the mountains of Alabama she writes that she has Neddy, and "he carries me very carefully up the steep hills, and when he is tired I dismount and let him eat the sweet grass."

The saddle did not fit the donkey very well. A slight

abrasion of the skin resulted, and great was Helen's grief to think that she had made a sore on her Neddy, and she wrote me that she would not ride him any more until it was well; though the sore probably annoyed the donkey less than would a fly alighting on one of his ears.

A donkey foal only a few weeks old was caught and held for her to examine; but, on learning that its mother was crowding in to where the colt was, she said: "Oh, let it go. Its mother will be worried about it."

Three great mastiffs were kept at her entertainer's place, and they soon seemed to understand that Helen was fond of them, even though she did not call them; and these dogs would lick her hands and rub against her without her manifesting anything but the greatest delight.

Of course special effort was made to add to her enjoyment in every way. She was taken out to drive, allowed to ride on horseback and donkeyback, encouraged to play with the dogs and donkeys. Her heart was fixed on returning home; but, with a rare loveliness of spirit, she allowed no expression of this feeling to escape her. She devoted herself with all her heart to the amusements provided for her; and it was only when she had finally taken the train to start for Alabama, that the intensity of her longing for home was made manifest by her constant inquiries at each stoppage of the train: "Where are we? How long shall we stop?"

Playing at hide and seek, she accidentally caught a moth in her fingers, and with shouts of delight she ran to exhibit it. She couldn't let it go. "One of Mother Nature's darlings has got lost!" she said, "yet it must not be hurt;" and so, after careful inspection of it, a glass was prepared to put it in, over which a paper was drawn, in which she punched air-holes to give it air until but little of the paper was left intact.

A seedling oak, with the acorn attached, was given her to show how it grew; and she was told that this particular one had been cut off by the mowing machine, and had sprouted.

"Poor thing! Mother Nature wants it to grow after so much hardship!" so it had to be planted, and is now marked "Helen's Oak."

Even the worms destructive to vegetation were not *naughty* in her estimation. "They are baby worms! They do not know better! They must eat *something!*"

A clergyman much interested in the teaching of the blind, asked what her religious knowledge was, and her teacher, after explaining that it was but rudimentary, asked her: "Baby, do you pray?" Low, in those exquisitely muffled tones of hers, came the answer: —

> "I pray the prayer of Plato old, —
> God make me beautiful within,
> And may mine eyes the good behold
> In everything save sin."

A cry of delight burst from the auditors, followed by the comment from one of them: "Out of the mouths of babes and sucklings, oh Lord!" How entirely this was her own thought was shown by Miss Sullivan's question, "why, baby, where did you learn that?" and her reply that it was from Mr. Whittier; and then she added: "I like it." Many must have been the triumphs of Mr. Whittier, yet I am sure that none can have given him the pleasure that it will give him to learn of this quotation from his poems. What nobler shrine could the poet's work have than the lovely, innocent heart of this little child?

A dog to whom she was much attached, — and who was so attached to her that Lioness mourned, refusing to be comforted, for days after Helen left home, — was brutally killed. Helen was intensely grieved; but amidst her tears she found the loving, forgiving spirit to say: "They could not have known what a good dog Lioness was, or they would not have done it!" and to a child friend she wrote: "It must have terrified Lioness so much to have any one unkind to her, we all loved her so."

How exquisite her interest in the little blind deaf-mute boy, Tommy Stringer, and her earnest devotion to securing the money needed for his education, — a devotion rewarded at this time by the donation of over $1,600 to her "beautiful plan." How tender the pathos of her expression of thanks to contributors to her fund: "I know what it is to be in darkness. I was not happy then. I do not think I often smiled before teacher came to me, and taught me how many wonderful and beautiful things there were in the world; and my heart has been full to the brim with love and happiness ever since!" or her remark in her letter of thanks to those who contributed to her fund, through the journal called *Forest and Stream:* "It seems lovely that the death of my brave, loving Lioness should be the means of helping dear little Tommy!" the touching incident of the death of her dog having interested lovers of dogs in her proposed fund, which she started by giving the money designed to purchase her a new dog. As showing the interest she awakened in this fund of hers, it may be noted that from dog-lovers in England she received something over sixty dollars.

This year she was a guest at the wedding of a friend's daughter. Going up to the bride after the ceremony, she put her loving arms around her neck, and said: "May your whole life be filled with gladness!" To appreciate the full beauty of the thought which led to this benediction, it must be remembered that this was the first wedding she ever attended. The formal benediction was delivered by a bishop, by no means the least distinguished in the Episcopal church; yet such a blessing, from so lovely a child of the infinite love, should carry with it as noble and high a prayer to the All-Loving, as even the benediction of bishop, priest or deacon.

Helen's acquirements teach us how much can be done for the most hopelessly afflicted; but Helen herself teaches a nobler lesson, and makes firm in our souls a higher conviction, — that in every human heart which strives to be "clean within" an all-merciful, all-loving Father is ever ready to abide; and to all

doubters of human goodness the lesson is taught that there is goodness of heart, loveliness of mind and elevation of spirit innate in human nature, ready to show themselves when the baser growths, which tend to infest our souls, are kept out.

Here is a little child, who has compassed but eleven short years, and has *lived* but three, yet is all that our Heavenly Father would have us be, and who preëminently symbolizes the saying, "of such is the kingdom of heaven." Cannot we all learn the lesson set for us?

If the Perkins Institution had done nothing more than develop the system by which such a wonderful mind and heart as Helen's has been rescued from darkness, it would have done, in that alone, a greater work for the world than has been accomplished by many philosophers.

Sympathy and Affection.

"Holy aspirations start
Like blessed angels from the heart,
And bind — for earth's dark ties are riven —
Her spirit to the gate of heaven."

Prentice.

Helen combines, in a manner possible only to the highest type of nature, intellectual vigor with extreme tenderness of heart. Her mental activity is so great that her knowledge seems to grow with leaps and bounds. At its service there is a brain alive with infinite motion, abounding in rich variety, fertile, resourceful, quickening, expansive. She unrolls out of her cerebral region, by means of vivid energy, new worlds, peopled with thought, throbbing with humanity and teeming with ideas, which are positive figures in her mental kaleidoscope.

This intellectual vivacity draws its motive power and vitality from the heart, as does the ardor of her spirit. Here is a spring of holy aspirations, a source of impulses of kindly interest in the welfare and happiness of all human beings. Compassion is one of Helen's dominant feelings. Her sympathies are as deep and as broad as her generosity is catholic. She feels alike for those who are within her reach and for those who are at a distance. As Alice Carey puts it, —

> "Her loving heart is the mirror
> Of the things that are near and far,
> Like the wave that reflects in its bosom
> The flower and the distant star."

Or, according to Béranger, it is like a musical instrument which sounds as soon as it is touched.

> "Son coeur est un luth suspendu;
> Sitôt qu' on le touche il resonne."

A stream of affection flows steadily from Helen's heart and freshens everything around her. Nothing can exceed the intensity of her love, which is, —

> "A vision to the blind,
> To the deaf melody, and to the cold, dead clay
> Of common life a resurrection day."

Her attachment to her parents, her teacher and her friends is of great depth and strength. She is passionately fond of each and all of them. She is a devoted daughter, a loving sister, a grateful

pupil and a warm friend. Her letters to her father and mother are running over with filial affection. Here are some of them: —

South Boston, Nov. 10, 1890.

My Dearest Mother: — My heart has been full of thoughts of you and my beautiful home ever since we parted so sadly on Wednesday night. How I wish I could see you this lovely morning, and tell you all that has happened since I left home! And my darling little sister, how I wish I could give her a hundred kisses! And my dear father, how he would like to hear about our journey! But I cannot see you and talk to you, so I will write and tell you all that I can think of.

We did not reach Boston until Saturday morning. I am sorry to say that our train was delayed in several places, which made us late in reaching New York. When we got to Jersey City at six o'clock Friday evening we were obliged to cross the Harlem River in a ferry-boat. We found the boat and the transfer carriage with much less difficulty than teacher expected. When we arrived at the station they told us that the train did not leave for Boston until eleven o'clock, but that we could take the sleeper at nine, which we did. We went to bed and slept until morning. When we awoke we were in Boston. I was delighted to get there, though I was much disappointed because we did not arrive on Mr. Anagnos' birthday. We surprised our dear friends, however, for they did not expect us Saturday; but when the bell rung Miss Marrett guessed who was at the door, and Mrs. Hopkins jumped up from the breakfast table and ran to the door to meet us; she was indeed much astonished to see us. After we had had some breakfast we went up to see Mr. Anagnos. I was overjoyed to see my dearest and kindest friend once more. He gave me a beautiful watch. I have it pinned to my dress. I tell everybody the time when they ask me. I have only seen Mr. Anagnos twice. I have many questions to ask him about the countries he has been travelling in. But I suppose he is very busy now.

The hills in Virginia were very lovely. Jack Frost had dressed them in gold and crimson. The view was most charmingly picturesque. Pennsylvania is a very beautiful state. The grass was as green as though it were springtime, and the golden ears of corn gathered together in heaps in the great fields looked very pretty. In Harrisburg we saw a donkey like Neddy. How I wish I could see my own donkey and my dear Lioness! Do they miss their mistress very much? Tell Mildred she must be kind to them for my sake.

Our room is pleasant and comfortable.

My typewriter was much injured coming. The case was broken and the keys are nearly all out. Teacher is going to see if it can be fixed.

There are many new books in the library. What a nice time I shall have reading them! I have already read Sara Crewe. It is a very pretty story, and I will tell it to you some time. Now, sweet mother, your little girl must say good-bye.

With much love to father, Mildred, you and all the dear friends, lovingly your little daughter, HELEN A. KELLER.

SOUTH BOSTON, MASS., Dec. 16, 1890.

DEAREST FATHER: — Did you think your own little girl had forgotten you? I hope no naughty little thought whispered such a thing to you. My heart is full of tender love for you and dear mother and darling little sister. Sometimes I am a wee bit lonely, — I miss my home so much. I often wonder what precious sister is doing, and if Lioness and Neddy are happy; but I have a great deal to give me pleasure. I have such fine times with my playmates. You would be greatly amused if you could see me at nine every day, for that is the hour we have Sloyd. We learn to saw, plane, and measure exactly with a rule. Please tell Mildred that when I come home I shall probably be able to make her something very pretty. Merry Christmas is almost here. We are going to have a Christmas tree in the parlor, just as we did last year. I can hardly wait for the

fun to begin. I am making a pretty present for teacher, but I cannot tell you what it is, because she may read this letter. We have a gift for Mildred which will make her laugh.

Mr. Anagnos is very well. He comes to see me as often as he can. He loves your little girl very much, and she loves him dearly. Thursday we were invited to meet some ladies at Miss Curtis'. One of them had just arrived from Europe. She told something about the pope which I did not know before. He never walks or rides as other people do, but when he wishes to go anywhere his attendants carry him in a great chair. He always wears a white gown, and visitors kiss his hand. I have a kind friend in the beautiful and ancient city of Rome. Her name is Mrs. Terry, — Mrs. Howe's sister. She sent me a pretty blotter by Mr. Anagnos. Is it not nice to know about people in distant lands? I wonder where my beautiful namesake is now. Somewhere on the great ocean or in a safe harbor, I suppose. This afternoon I expect to see a little native Esquimaux lady, at Tremont Temple. I have a little playful kitty. I love to dangle a string for the pretty, graceful thing to catch in her velvety paws.

I am reading the wonderful story of "Life and her Children," and also "Little Women." I hope to begin my French lessons soon. Kiss my dearest sister for me, and tell her that I say to all my friends, Mildred is as sweet as a violet, —

> "Blue and fair are her eyes,
> Golden is her pretty hair,
> And rosy and soft are her rounded cheeks."

Now, kindest father in all the world, your child must say good-bye. I hope Christmas at home will be a very happy day, and that the new year will be full of brightness and joy for you and mother and everyone. Teacher would send her love if she were here. You must not call her a fraud and a humbug. She is my own precious teacher, you know. From your loving and absent child,

HELEN A. KELLER.

South Boston, June 10, 1891.

My Dear Mother: — Time walks very fast indeed, but I shall not let him depart with this beautiful June day until I have written you a little letter. I hope you are all well at home, and enjoy the lovely June roses. It is beautiful and warm here in Boston now, and the country all about the city is fresh and green. A week ago last Sunday, Mrs. Hopkins, teacher and I went out of town in search of buttercups and daisies, and we came home with our arms full of the pretty, dainty things. So many things have happened since I wrote you that I hardly know what to write about first. We have had a great deal of company from different parts of our country. A little deaf child and his papa from New York, a Dr. Dye and his wife from Little Rock, Ark., a lady and her little daughter from Colorado, and many others. A week ago yesterday was Commencement day. The children looked very pretty in their white dresses and bright ribbons. I recited about Italy and the beautiful Italian cities. I saw many dear friends there, — Dr. Brooks, Mrs. Howe, Dr. Eliot, Dr. Peabody, Mr. Dwight and many others. Before the exercises began Elsie Tyler sent me a pretty fan, which pleased baby Tom exceedingly. Last Saturday we went to see Dr. Brooks, and had a beautiful time with him. We laughed a great deal, and I told Dr. Brooks that I had found out that it is good to laugh, for laughter banishes all sad thoughts. Last night we had a singing recital in our hall. The Merry Warblers sang Jack and Jill, and it was so funny we clapped until they sang it over. A week from next Friday we are going to Gardiner, Me., and the Monday after we start for home. We shall only stay a short time at Hulton, because I am so very eager to get home. Oh, how glad I shall be to be with you and father and little sister once more! Please give my tender love to father, and kiss sister for me. And now, mother dear, so sweet and fair to me, good-bye, and I pray God bless and keep you happy forever.

From your loving child,

Helen A. Keller.

Helen's affection is not concentrated on human beings alone. The never-failing springs of her love and sympathy overflow on all living creatures. Of the birds in the woods, the sheep in the pasture, the ass on which she rides, the dogs, the bees, the rabbits, she always speaks very kindly and cares for them most tenderly. She possesses in a large measure the sense of the common brotherhood of nature and the consequent magnetic sympathy with the inhabitants of the field and forest, which lends so singular a charm to her personality. She finds great happiness in ministering to the needs of the animals, and in having them around her. She has no fear of them. The very wolves, which all men were afraid to encounter, were caressed by St. Francis of Assisi. In the same way Helen expressed an earnest wish to have a *tame* bear brought to her from Africa. She can hardly believe that there is any harm in the creature. She never hesitates to lay her hand on fierce dogs which she finds in the shows, so implicit is her confidence in their powers of discrimination.

What Helen did for Tommy Stringer.

"Nature is fine in love; and, where 'tis fine,
It sends some precious instance of itself
After the thing it loves."

Shakespeare.

Helen's intense love of everything that heaven and man have made, and most especially of all

the new school for the blind in Pittsburgh, and of his failure to secure a tutor for the little blind and deaf-mute boy. To this letter Helen replied promptly as follows: —

TUSCUMBIA, ALA., Oct. 29, 1890.

MY DEAR MR. BROWN: — I was very glad to get your letter, and I thank you for writing to me. I was delighted to hear that the little blind children were going to have a nice school like other boys and girls. It will make them so happy to learn about all the beautiful things which our dear heavenly Father has given us to enjoy. Then their minds will be filled with beautiful light, and their hearts will be filled with love and gentle thoughts. I ask my dear heavenly Father every day to bless the little new school, and to send the dear little deaf and blind child a teacher like mine. I wish he lived near me, so that I could teach him some myself. Please give the dear little fellow my love. Teacher sends her kind regards, and hopes God will bless your good work. Now good-bye, dear friend. I hope that I shall see you again some time.

Lovingly, your little friend, HELEN A. KELLER.

Tommy's case now took hold of Helen's mind, and stirred her soul to its profoundest depths. It became an object of constant thought, and exercised all her faculties and energies. As soon as she returned to school after the summer vacation, she began to talk about him, and was very eager to have him brought to Boston, and placed under instruction. Her pleading in his behalf was ceaseless and resistless. When she was told that a great deal of money would be required to hire a competent teacher, "we will raise it" was her

prompt reply. She commenced at once to solicit contributions from her friends, and at the same time to practise strict economy by denying herself the pleasure of drinking soda-water, of which she is exceedingly fond, in order to save her pennies for the benefit of her little brother in affliction.

While Helen was working assiduously for Tommy's deliverance, applications came to us from different sources in Philadelphia and Pittsburgh, urging his admission to the kindergarten for the blind, which our correspondents averred was the only place in the United States for such a child. Dr. Alexander Graham Bell, whose opinion was asked as to what should be done with the unfortunate boy, advised his friends to send him to Boston, if they could prevail upon us to take care of him. The attention of several members of our board of trustees was called to the matter, and they all gave their cordial consent to Tommy's reception at the school. One of them, Mr. William Endicott, Jr., said to me: "Do not hesitate to have the little fellow brought to the kindergarten. There will be no difficulty in raising a sufficient sum of money to pay his expenses. I shall be glad to contribute some of it myself." Then he added: "Luckily, the number of these hapless children is very small; and, as there is nowhere in the country a place open to them, why do you not arrange to take care of all of them?" Contrast these sentiments with the proposal of one

of the managers of the Allegheny general hospital, — to send poor Tommy to the almshouse; or with the contemptible suggestion made by a member of the Pittsburgh society for prevention of cruelty to animals at one of its meetings, — that a part of the money given by the lovers of dogs for the little boy's benefit should be paid to the hospital for the mischief which he did during his stay there, — and then you will feel that it is a privilege to belong to Boston, and breath in the atmosphere of its benevolence.

Before Tommy's admission to the kindergarten an unexpected incident invested his case with a halo of romance, and rendered his cause very popular. Last winter Helen's faithful dog Lioness, with which she was presented by her generous friend, Mr. William Wade, and which proved to be a trusty companion and an affectionate playmate, was ruthlessly shot and brutally killed, while running harmlessly at large in a public square, by a policeman in Sheffield, Ala. The beautiful spirit of the child was shown in connection with this dastardly deed. Though distressed beyond measure at her loss, she did not allow her grief to affect her charitable disposition, and all that she would say about the semi-barbarian murderers of her pet was this: "I am sure they never could have done it, if they had only known what a dear good dog Lioness was!"

These words, conveyed to Mr. Wade, and pub-

lished by him in the *Forest and Stream* of New York, touched deeply the hearts of many of the readers of that periodical. As a consequence, a shower of offers came from England, Canada and this country to provide another canine friend for the child. Mr. George O. Goodhue of Danville, Quebec, started a subscription list, with a view of raising sufficient funds for the purchase of a new mastiff. Mr. George R. Krehl of London, editor of the *Stock Keeper*, asked the privilege of making up whatever balance might be needed to complete the requisite amount, or of defraying the whole of the cost in case Mr. Goodhue's project should fail. Mr. J. Otis Fellows of Hornellsville, N. Y., proposed to present Helen with Eriant, an elder sister of Lioness; and, while he was making inquiries as to where the animal should be sent, Mr Wade insisted upon paying its price, and his wish prevailed.

That Helen was very grateful to her generous friend for this fresh token of his affection goes without saying. At the same time she was quite anxious that Tommy's future career should be held as of greater importance than her pleasures, and that it should receive adequate consideration. She was delighted to have her lost companion replaced; but the deliverance of the little boy from the labyrinth of isolation was of the utmost concern to her. This feeling became manifest to all who conversed or corresponded with her, and it was delicately

expressed in a letter which she wrote to one of Mr. Wade's children in acknowledgment of some toy animals received from him. Here is her note.

SOUTH BOSTON, Feb. 17, 1891.

"Valentine, O Valentine,
Pretty little love of mine."

I send you many sweet thanks for your dear love, and for the gentle pets you sent to tell me of my dear Valentine. I have been sick for a long time, and am not quite all well yet, but teacher said I could write to you a little letter. I am so glad that your papa is coming to Boston. You must ask him to bring you with him. We will have great fun at the dog show, I think. Did you know that my beautiful Lioness was dead? She was killed while playing with some other dogs near my home. My heart is so sad about it. The tears come whenever I think how terrified she must have been to have people unkind to her. We had all loved her so. I cannot tell how I knew that my beautiful dog's expression softened and became more intelligent when I caressed her, but I am sure it was true. She would lay her great head in my lap whenever I told her how fine dogs ought to behave, and I am sure she understood. At first I was delighted to hear that your papa had another dog for me, but now I fear that something might happen to it, and that would be too dreadful. I would rather try to be happy without one, than that the faithful friend should be killed. Tell your papa that when I am well I am going to write a letter to the boys and girls in Boston, and tell them about darling little Tommy, and ask them to send their pennies to Mr. Anagnos so that he can bring Tommy to Boston in April. I hope I can teach him something myself. Now, my own Valentine, I must say a loving good-bye. Give your papa and mamma and dear sister Lois my love and many kisses. Your Valentine, HELEN KELLER.

A few weeks later she wrote to Mr. Goodhue of Danville, Canada, bringing Tommy's case to his notice in a most graceful manner.

SOUTH BOSTON, MASS., March 9, 1891.

MY DEAR FRIEND, MR. GOODHUE: — I am going to write you a little letter, just to tell you how happy I am to know that I have a dear friend far away in Canada, who was grieved because I should never see my beautiful Lioness any more. When Mr. Wade wrote and told me about you, I knew that you were very good and generous, and I could not help loving you very much indeed. I would like to know if you have any little boys and girls, and if you have I would love to hear about them and their pets. I love great, faithful dogs like Lioness, but I love little boys and girls still more. Has Mr. Wade told you about Tommy, the little blind and deaf child? The light and all pleasant sounds went out of his life when he was only four years old. He has no gentle mother to lead him about, and his father is too poor to send him here to Boston to be educated. Is it not pitiful? I tell all of my friends about the dear little fellow, because I am sure they will want to help bring light and music into his sad life. How happy Tommy would be if he knew that knowledge and joy were awaiting him with a bright smile at the blind children's kindergarten! And now good-bye, dear friend. Lovingly, HELEN A. KELLER.

The dog lovers in America, wishing to gratify Helen's overmastering desire, concluded to strengthen her hands in her benevolent work by raising a fund in her name for the benefit of her little protégé.

The announcement of this decision filled her heart with unspeakable joy. In writing to Mr. Krehl in London to thank him for his offer to buy

a mastiff for her, she availed herself of the opportunity to acquaint him with what was to be done in Tommy's behalf, and to tell him what blessings education would bring to the unfortunate child. Here is the text of her letter.

INSTITUTION FOR THE BLIND,
SOUTH BOSTON, MASS., March 20, 1891.

MY DEAR FRIEND, MR. KREHL: — I have just heard, through Mr. Wade, of your kind offer to buy me a gentle dog, and I want to thank you for the kind thought. It makes me very happy indeed to know that I have such dear friends in other lands. It makes me think that all people are good and loving. I have read that the English and Americans are cousins; but I am sure it would be much truer to say that we are brothers and sisters. Many friends have told me about your great and magnificent city, and I have read a great deal that wise Englishmen have written. I have begun to read "Enoch Arden," and I know several of the great poet's poems by heart. I am eager to cross the ocean, for I want to see my English friends and their good and wise queen. Once the Earl of Meath came to see me, and he told me that the queen was much beloved by her people, because of her gentleness and wisdom. Some day you will be surprised to see a little strange girl coming into your office; but when you know it is the little girl who loves dogs and all other animals, you will laugh, and I hope you will give her a kiss, just as Mr. Wade does. He has another dog for me, and he thinks she will be as brave and faithful as my beautiful Lioness. And now I want to tell you what the dog lovers in America are going to do. They are going to send me some money for a poor little deaf and dumb and blind child. His name is Tommy, and he is five years old. His parents are too poor to pay to have the little fellow sent to school; so, instead of giving me a dog, the gentlemen are going to help make

Tommy's life as bright and joyous as mine. Is it not a beautiful plan? Education will bring light and music into Tommy's soul, and then he cannot help being happy.

From your loving little friend, HELEN A. KELLER.

In response to this note, Mr. Krehl sent a generous contribution for Tommy, and at the same time offered to take charge of any subscriptions which charitable people in England might be disposed to forward to him.

On the sixth of April last Tommy was brought to the kindergarten in Jamaica Plain whither Helen and her teacher repaired to take care of him, and train him until the services of a special tutor should be engaged. His arrival was hailed with exultation, and it was made known to those who were especially interested in the little fellow's case in the most hopeful terms. She wrote to Mr. Goodhue as follows : —

KINDERGARTEN FOR THE BLIND,
JAMAICA PLAIN, April 11, 1891.

MY DEAR FRIEND, MR. GOODHUE : — I hope you have not thought that your little friend Helen did not appreciate the beautiful gifts which you sent her. You cannot imagine how delighted she was with the roses! I did not know that such choice ones would grow in a greenhouse. At my home they grow out in the beautiful sunshine, where sweet Mother Nature loves to see her little ones. When I am at home I like to get up bright and early in the morning, and go out in the garden before the sunbeams have flown off with the dew-drops. How beautiful the lovely buds are! each with a glistening gem hid away among its delicate petals.

But why do you suppose I have not written to you before? I

am sure you cannot guess, so I shall have to tell you. Dear little Tommy has come! He is very small and helpless, just like an infant. He has had no loving mother to teach him how to do like other children, and that is why he cannot walk and eat as other little boys do. But teacher will be very gentle and patient with him, and soon his mind will escape from its dark prison and be filled with light and music, — that is what education will do for baby Tom.

I am going to write my dear friend Dr. Holmes a letter tomorrow, and I shall write on the dainty paper which you sent me. The violets will remind him of the wonderful, beautiful things which are happening everywhere these lovely spring days. Mother writes that my home is beautiful now with its wealth of blossoms and its soft, fragrant air. The little birds are busy building their nests. The bluebird with his azure plumes, the thrush clad all in brown, the robin jerking his spasmodic throat, the oriole drifting like a flake of fire, the jolly bobolink and his happy mate, the mocking-bird imitating the notes of all, the red-bird with his one sweet trill, and the busy little wren, are all making the trees in our front yard ring with their glad songs. You must tell me what birds live in Quebec.

We had a very pleasant time at the dog show. Mr. Wade was there, and did everything to make us have a nice time. I liked Lord Melrose, the gentle-faced St. Bernard, the best. I could feel the gentleness in his look, and I was delighted when he laid his great head on my shoulder and kissed my cheek.

Please give my love to Louise and Henry and Herman. I hope Louise will write to me soon. I had almost forgot to tell you something which I am sure will please you.

Everybody at the Institution had some of the delicious maple-honey and piece of maple-sugar, so you see you were the means of making many people happy. Is not that very pleasant news? Teacher sends kindest regards, and thanks you for her share in the pleasures which your visit brought to all of us.

Lovingly, your little friend, HELEN A. KELLER.

To Mr. Wade she sent the following note, in which she describes Tommy's condition briefly but very accurately.

KINDERGARTEN FOR THE BLIND, April 18, 1891.

DEAR, KIND MR. WADE: — I have some beautiful news for you. Little Tommy, our sweet human plantlet, is here in this pretty child's garden, and teacher and I will give him his first lessons. I did not imagine he would be so small and helpless, but we love him all the more for his helplessness. We have taught him to walk a little by himself, and to take some food, and soon we hope to give him his first word. I can hardly wait patiently for the time to come when he will have learned to spell with his baby fingers. I forgot to tell you that he is a pretty little fellow, with soft, dimpled hands. I think it will make the kind gentlemen who are giving money for Tommy's education glad to know that they are helping bring light and gladness into a little life which is all dark and still now. I shall write Mr. Millais a letter, and thank him for the kind gift. How grateful Tommy will be by and bye for this love and kindness! . . . HELEN A. KELLER.

To Mr. Millais, the famous English artist, Helen wrote the following letter in acknowledgment of a contribution which he sent to her fund for Tommy.

PERKINS INSTITUTION FOR THE BLIND,
SOUTH BOSTON, MASS., April 30, 1891.

MY DEAR MR. MILLAIS: — Your little American sister is going to write you a letter, because she wants you to know how pleased she was to hear you were interested in our poor little Tommy, and had sent some money to help educate him. It is very beautiful to think that people far away in England feel sorry for a little helpless child in America. I used to think,

when I read in my books about your great city, that when I visited it the people would be strangers to me, but now I feel differently. It seems to me that all people who have loving, pitying hearts, are not strangers to each other. I can hardly wait patiently for the time to come when I shall see my dear English friends, and their beautiful island home. My favorite poet has written some lines about England which I love very much. I think you will like them too, so I will try to write them for you.

"Hugged in the clinging billow's clasp,
From seaweed fringe to mountain heather,
The British oak with rooted grasp
Her slender handful holds together,
With cliffs of white and bowers of green,
And ocean narrowing to caress her,
And hills and threaded streams between,
Our little mother isle, God bless her!"

You will be glad to hear that Tommy has a kind lady to teach him, and that he is a pretty, active little fellow. He loves to climb much better than to spell, but that is because he does not know yet what a wonderful thing language is. He cannot imagine how very, very happy he will be when he can tell us his thoughts, and we can tell him how we have loved him so long.

Tomorrow April will hide her tears and blushes beneath the flowers of lovely May. I wonder if the May-days in England are as beautiful as they are here.

Now I must say good-bye. Please think of me always as your loving little sister, HELEN KELLER.

Although Helen's correspondence was steadily increasing and taxing her strength to the utmost, she did not omit to write to Dr. Brown of Pittsburgh, telling him how comfortably Tommy was

situated at the kindergarten, and how great would be his happiness when his mind should be released from its confinement.

SOUTH BOSTON, May 26, 1891.

MY DEAR MR. BROWN: — I have been meaning to write to you ever since our dear little Tommy came to Boston, but I have had a great many letters to write, thanking kind friends who have sent me money to help educate the poor little child. I cannot begin to tell you how delighted I was when Mr. Anagnos said Tommy's little life should be made happy. And now the dear little helpless creature is as happy as he can be, in the lovely child's garden, which Mr. Anagnos and the good people of Boston have made for little sightless plantlets. He has a sweet, gentle teacher, and more kind and interested friends than he can count for many months. We are all waiting eagerly for the happy day when language will make a little human being of him. Oh, what a joyful day it will be! Then his mind will open like a beautiful flower, and his heart will be filled with gratitude and love for the kind friends who have helped bring light and music into his soul. Teacher sends her kind regards. Lovingly, your friend,

HELEN KELLER.

While Helen and her teacher were still in charge of little Tommy, the ladies' visiting committee held at the kindergarten a reception, which proved to be one of the events of the season, and which was attended by a very large number of people representing the intelligence, the benevolence and the wealth of Boston. Dr. Oliver Wendell Holmes and the Rev. Phillips Brooks were present, by special invitation. The latter complied readily with Helen's urgent request that

he should serve as her interpreter, and made in behalf of her little protégé a brief but most eloquent appeal, which was substantially as follows: —

The history of little Tommy is a short one, but very touching. There came from the west some word of this boy, who was deaf, dumb and blind. Helen has undertaken as her special purpose to provide for his education. Some months ago her pet dog, which she prized very highly, wandered away from home and was killed; and when people began to raise money by subscription to buy another mastiff for her, she generously proposed to have all the contributions turned over to Mr. Anagnos for the benefit of Tommy. The total sum thus far obtained from various sources is about three hundred dollars. This amount will pay the child's expenses only for a part of the year. More is needed; and it is hoped that the balance will soon be made up. Helen is asking her friends to help her in this work, and surely the appeal of one such child in behalf of another cannot go unanswered.

Bishop Brooks' eloquent address had a most favorable effect upon the audience. Several contributions were made there and then, and the number of the subscribers was growing day by day. Nevertheless, Helen could not rest until her dream of Tommy's welfare was fully realized. He became the chief theme of her correspondence and the main topic of her conversation. Her efforts in his behalf were truly strenuous. Of the numerous stirring appeals which she wrote for his benefit, here is one addressed to little boys and girls, a

fac-simile of which was published through the kindness of her friend, Mr. George O. Goodhue, in the *Daily Witness* of Montreal.

SOUTH BOSTON, MASS.

DEAR LITTLE BOYS AND GIRLS: — You will be surprised to receive a letter from a little girl whom you have never seen, but I think she will not seem quite such a stranger when you know that she loves you and would be delighted to give each of you a loving kiss; and my heart tells me we should be very happy together, for do we not love the same things: playful young kittens, great dogs, gentle horses, roguish donkeys, pretty singing birds, the beautiful springtime, and everything good and lovely that dear Mother Nature has given us to enjoy? and, with so many pleasant things to talk about, how could we help being happy?

But now I am going to tell you about a dear little boy who does not know how to be joyful, because he cannot hear or speak or see, and he has no kind lady to teach him. His name is Tommy, and he is only five years old. His home is near Pittsburgh, Penn. The light went out of the poor little boy's eyes and the sound went out of his ears when he was a very small infant, because he was very sick indeed and suffered greatly. And is it not sad to think that Tommy has no gentle mother to love and kiss her little child? He has a good papa, but he is too poor to do much to make his little son's life happier. Can you imagine how sad and lonely and still little Tommy's days are? I do not think you can, because the light has never gone out of your bright eyes, nor the pleasant sounds out of those pretty ears like pink-white shells. But I know you would like to help make your new friend happy and I will tell you how you can do it. You can save the pennies which your papas give you to buy candy and other nice things, and send them to Mr. Anagnos, so that he can bring Tommy to the kindergarten and get a kind lady to teach him. Then he will not be sad any more, for he will have other

children to play with him and talk to him, and when you come to visit the institution you will see him and dear little Willie playing together as happy and frolicsome as two kittens; and then you will be happy too, for you will be glad that you helped make Tommy's life so bright.

Now, dear little friends, good-bye. Do not forget that you can do something beautiful, for it is beautiful to make others happy.

Lovingly, your friend, HELEN KELLER.

Mr. Amos I. Root of Medina, Ohio, editor of the *Gleanings in Bee Culture*, published a similar appeal in his journal, with excellent results. It was accompanied by a letter from Mr. Goodhue, and illustrated by two photogravures of Helen, which he was so kind as to lend to us for this sketch.

These appeals, together with those which appeared repeatedly in the Boston newspapers, were generously responded to. Contributions came from far and near, and Helen never failed to acknowledge *propriâ manû et propriis verbis* the smallest of them. From a very large collection of letters which she wrote in this connection, averaging eight per day, we select the following for publication.

SOUTH BOSTON, March 6, 1891.

DEAR, KIND LADY: — You cannot imagine how delighted I was when I heard the beautiful news. I clapped my hands for joy, and many loving thoughts came into my heart. Oh, how I wish dear little Tommy knew what happiness is awaiting him at the kindergarten with a bright smile! The money which you sent to Mr. Anagnos seemed to me like a beautiful bunch of

spring wild flowers, because, you see, it will bring so much sweetness into Tommy's life. Please give Anna and Martha and dear little George my best love, and tell Anna she must ask Miss Poulsson how the Mikado spends his time. I am sure the real Mikado never did such a thing.

Lovingly, your happy friend, HELEN A. KELLER.

Mrs. JOHN C. PHILLIPS.

SOUTH BOSTON, MASS., April 27, 1891.

MY DEAR DR. ELLIS: — I want to thank you for the money which you sent to Mr. Jackson to help educate our little Tommy. It makes me very happy to know that baby Tom has so many kind friends who will love and protect him always. Mr. Brooks once told me that love was the most beautiful thing in the world, and now I am sure it is, for nothing but love could brighten Tommy's whole life. I think we ought to love those who are weak and helpless even more tenderly than we do others who are strong and beautiful. My heart has been full of love for Tommy ever since Mr. Brown wrote to me about him last summer, and I was sure that everybody would wish to help him if only they knew his sad story. I have read that there are lonesome and dismal places in this great world, but I cannot imagine anything so sad and lonely as a little child's heart who has no loving mother to caress and care for him. But we shall all be so good and gentle with little Tommy that he will think the world is full of loving mothers and patient fathers. I am very sorry to tell you that teacher and I were obliged to leave Tommy last Friday, but his own teacher will come to him on Monday. We all hope you will tell Tommy's story in your paper, and ask the good people to help him.

Lovingly, your little friend, HELEN KELLER.

Rev. GEORGE E. ELLIS, D.D.

BOSTON, MASS., April 21, 1891.

MY DEAR MISS BETTIE DAVIS: — I have just received your postal, telling me of your wish to help little Tommy. It makes me very happy to know that my friends in the beautiful sunny

South are going to help me educate dear Tommy. You would all love him if you could only see what a helpless little child he is. My teacher and I are giving him his first lessons, and we are hoping that his mind will soon escape from its lonely prison into the bright world of knowledge. You have my correct address. With much love to your pupils and yourself, from

HELEN A. KELLER.

SOUTH BOSTON, April 28, 1891.

MY DEAR MISS ROTCH: — I thank you, dear, kind lady, for the money which you sent me to help educate little Tommy. How beautiful it is to be able to bring so much brightness and joy into the lives of dear little boys and girls who would be very sad and lonely if kind-hearted people did not help them. Mr. Anagnos has told me how very generous you and your dear mother have been to the little sightless children, and I love you both dearly, even though I do not think I have ever seen you. My heart is full of happiness today because Tommy's teacher is coming. I remember the day that my own precious teacher came to me, and how she taught me about the wonderful, beautiful things of which I was quite ignorant. So you see I know what pleasant things are coming to our little Tom, and I am happy because of the great happiness which is coming to him. Please give my love to your mother, and tell her Helen would like very much to kiss so kind a lady.

Lovingly, your little friend, HELEN A. KELLER.

Miss EDITH ROTCH.

SOUTH BOSTON, May 21, 1891.

DEAR LADIES: — It makes me very happy indeed to write you a little letter this lovely morning. I was delighted to receive the money that you and your good and kind brother sent to me for our little Tommy. How beautiful it is for the people of this great busy city to care for this helpless little one! I have been reading and studying about the great cities in Italy and they seem to me very beautiful and magnificent; but I

love Boston more dearly than any of them, because her people are so tender and careful of those of her children who are not as strong and beautiful as others. And I think loving and caring for the happiness of little blind children is a love work.

Thanking you once more, dear friends, for your interest in our little Tommy, I will say good-bye. I hope the soft summer air will make you both quite well and strong.

Lovingly, your little friend, HELEN KELLER.

To the Misses GLOVER.

SOUTH BOSTON, May 21, 1891.

DEAR, GENTLE LADY: — I remember you very well, your hand seemed very soft and light upon mine, and I was glad because you had a tall, strong son to care for you tenderly. I thank you for thinking about me, and for sending me the money for little Tommy. The pretty blue flowers in the corner of my paper will tell you, if you listen to them, that Helen will never forget you, nor her lovely visit to Lexington.

Lovingly, your little friend, HELEN A. KELLER.

Mrs. LUCY S. DODGE.

SOUTH BOSTON, May 25, 1891.

THE HAPPY DOZEN, — DEAR FRIENDS: — Please accept the loving thanks of your little friend, Helen Keller, for the eight dollars which you sent to help educate little Tommy. When he is older he will feel very grateful to the many, many persons who have shown a tender interest in him. When he has discovered the wonderful secret of language, his mind will spring joyously from its dark, still prison, into the beautiful light and music of knowledge-land. I hope my friend Marion has told you that I should be very glad to have you all come and see me some day. With love for all, from HELEN KELLER.

MARION B STONE, MARY F. DONELY,
FANNIE J. BRADLEY, MAY BURRAGE,
and eight others.

SOUTH BOSTON, May 25, 1891.

MY DEAR MR. TYLER: — I thank you very much for the five dollars which you sent me for little Tom, but I thank you a great deal more for the loving thought which made you wish to do something for a poor little helpless child. Tommy knows very little about oysters now, but I think it will not be long before he will laugh quite hard if you tell him that they grow on cotton-trees. I am glad my dear friends are all well at Cohasset. Please give them love and kisses from Helen. I hope I shall see you all at Tremont Temple next Tuesday.

Lovingly, your little friend, HELEN A. KELLER.

Mr. DANIEL G. TYLER, *Cohasset, Mass.*

SOUTH BOSTON, May 26, 1891.

MY DEAR FRIEND: — I thank you very much for the five dollars which you sent me to help educate baby Tom. If you could see what a helpless and small child he is, you would understand why I love him, and you, too, would be filled with pity and love for the little fellow. Please go to the child's garden at Jamaica Plain and see him.

Very truly yours, HELEN KELLER.

Mr. A E. WYMAN, *Newtonville, Mass.*

SOUTH BOSTON, May 26, 1891.

MY DEAR FRIEND: — I thank you for the money that you sent me for little Tommy, and for the kind thoughts which were expressed in your letter. I am sure that the kind-hearted people in this dear city will see that baby Tom's life is made as happy as education can make it. The little boys and girls who are every day enjoying the beautiful light and the songs of happy birds will not let their brother live always in darkness and stillness. They will lead him gently and patiently into the bright world of thought. So you see I have no fears at all for Tommy.

From your loving friend, HELEN KELLER.

Mrs M. S. HARRINGTON, *760 Dudley St., Dorchester.*

SOUTH BOSTON, June 10, 1891.

MY DEAR MRS. REED: — Will you please tell the little girls who sent me the money for Tommy, that I thank them for the gift, and for the sweet sympathy which they have taken in a dear little child whose life is not so bright as theirs? It always makes me glad to receive money from little children, because it is beautiful for them to share their joy with others. I am sure it makes them more gentle and loving to know that there is suffering and unhappiness in this beautiful world, and that they can help to make it brighter by being kind and generous.

From your loving little friend, HELEN A. KELLER.

Mrs. K. T. REED.

When the subscriptions reached the sum of six hundred dollars, it was deemed advisable to publish the names of the donors and the amount of their gifts. Helen was told to send with the list of acknowledgments a brief note to each of the newspaper managers, thanking them for the friendly interest which they had taken in Tommy's case, and requesting them to urge the children to continue to work for him until the fund should be completed. This was all that she was asked to do, nothing more. She went immediately to her desk with a sufficient supply of paper, and, without any further suggestion, she wrote, instead of a circular, individual letters to the different editors, no two of which were alike either in matter or form. Here they are.

SOUTH BOSTON, May 13, 1891.

Editor of the BOSTON TRANSCRIPT.

MY DEAR MR. CLEMENT: — Will you please publish, in your paper, the enclosed list of the friends who have sent us

money to help educate our little Tommy? I am sure the kind-hearted people who read the *Transcript* will be glad to hear that "Baby Tom" is growing very happily in the pretty child's garden at Jamaica Plain. He has not learned any words yet, but he is finding out about things, and by and by he will discover that language is the most beautiful and wonderful thing of all, for when we can read and talk we are not blind and deaf any longer. The wise and great people can then tell us all that they see and hear. I hope loving children and their kind friends will continue to work for Tommy until his fund is completed, and his whole life is made bright and joyous.

From your loving little friend, HELEN A. KELLER.

SOUTH BOSTON, May 13, 1891.

Editor of the BOSTON HERALD.

MY DEAR MR. HOLMES: — Will you kindly print, in the *Herald*, the enclosed list? I think the readers of your paper will be glad to know that so much has been done for dear little Tommy, and that they will all wish to share in the pleasure of helping him. He is very happy indeed at the kindergarten, and is learning something every day. He has found out that doors have locks, and that little sticks and bits of paper can be got into the key-hole quite easily; but he does not seem very eager to get them out after they are in. He loves to climb the bed-posts and unscrew the steam valves much better than to spell, but that is because he does not understand that words would help him to make new and interesting discoveries. I hope that good people will continue to work for Tommy until his fund is completed, and education has brought light and music into his little life. From your little friend, HELEN KELLER.

SOUTH BOSTON, May 13, 1891.

Editor of the BOSTON JOURNAL.

MY DEAR COLONEL CLAPP: — I hope you will publish, in the *Journal*, the enclosed list of the friends who have helped

bring gladness into the life of our dear little Tommy. There are many, many other good people, I am sure, who when they read in the papers what has been done for "Baby Tom," will wish to do something for him. It is beautiful to try to make little children happy and helpful, and that is what education will do for Tommy. And something makes me sure that every little boy and girl who hears about Tommy's sad, still life will be eager to help make it bright and beautiful. Hoping that we shall continue to receive money for Tommy's fund,

I am your little friend, HELEN KELLER.

SOUTH BOSTON, May 13, 1891.

Editor of the BOSTON GLOBE.

MY DEAR COLONEL TAYLOR: — I know you are little Tommy's friend, so you will be glad to publish the enclosed list in the *Globe*. We want Tommy's friends to know what has already been done for him, and we hope they will continue to work for him until his fund has been completed and his whole life has been made bright and helpful. It makes me happy when people want to help Tommy, for I know how beautiful knowledge is. I remember when I was quite ignorant of all things, and I was not happy then. I do not think I often smiled before teacher came to me, and taught me how full of beautiful, wonderful things the world was; and my heart has been full to the brim with love and gladness ever since. And now I am eager for the same joy to come to dear little Tommy.

From your little friend, HELEN A. KELLER.

This note, the greater portion of which was reproduced in *fac-simile*, was prefaced with the following editorial remark: "Here is a letter from Helen Keller, who is deaf, dumb and blind. Yet the editor of the *Globe* never received a letter better than hers in diction or spirit."

South Boston, May 13, 1891.

Editor of the Advertiser.

Dear Sir: — Will you please publish, in your paper, the enclosed list of the friends who have sent us money to help educate our dear little Tommy? I am very grateful to all the kind people who are working for the dear little fellow, and so are all of his friends. I think it is very beautiful to see the little children whose own lives are full of sunshine and love, trying to bring light and gladness into Tommy's heart. I hope you will tell them all that the best thing in the world is to love everybody and try to make them happy.

From your little friend, Helen Keller.

South Boston, May 13, 1891.

Editor of the Boston Post.

My Dear Mr. Goodrich: — It will make the friends of little Tommy very grateful if you will have the enclosed list printed in the *Post*. And will you please tell the loving little children and their friends, who are working for Tommy, that he is as happy and playful as a little kitten. He has found out that the world is full of loving friends, so he climbs into everybody's arms, and is quite content if his friends love him. He has learned to walk and to feed himself, and to get into all sorts of mischief when his teacher is not watching him. I am sure the little boys and girls who have been helping to make little Tom's life happy will be glad to hear that he has a bright, intelligent face, and two dimpled and baby-like hands. I hope the children who see and hear will continue to work for him until his fund is completed, and education has filled his soul with light and music. From your little friend,

Helen A. Keller.

South Boston, May 13, 1891.

Editor of the Christian Register.

My Dear Mrs. Barrows: — I know that you must be one of baby Tom's friends, and so you will be glad to publish in

the *Christian Register* the enclosed list of those who have sent us money for his fund. And will you please tell the readers of your paper that little Tommy is very happy and playful in his new home. He very soon discovered that the child's garden was a pleasant place to grow in; but he was too small and weak to grow all by himself, so he reached up his little hands and climbed right into our arms. He has not learned any words yet, but he is finding out about things, and some day it will flash into his mind that everything has a name. Then he will be happier than any king. I wonder how all the beautiful words came to be! I suppose God thought about language, so it grew. I remember perfectly the first embossed book I ever saw. I was very much puzzled by the queer feeling of letters. I was like Tommy then, and I could not imagine what wonderful secrets there were hid away in the pages of a book. Think what joy is waiting for little Tom! I hope loving little children, and all those who love to see them good and happy, will continue to take an interest in "Baby Tom," and see that the little human plantlet has everything it needs in order to grow. Lovingly yours,

HELEN A. KELLER.

SOUTH BOSTON, May 13, 1891.

Editor of the BOSTON TRAVELLER.

MY DEAR MR. WINSHIP: — You will make a little girl very happy by publishing the enclosed list in the *Traveller*. I am sure that kind-hearted people will be glad to hear that so much money has been given towards dear little Tommy's education. I knew that everybody would wish to help Tommy when they knew his sad story. It is so very pitiful to be blind and deaf and small and helpless all together. But people are so kind and gentle with "Baby Tom" that he does not think there is any unkindness in all the world. I hope loving little children and their generous friends will continue to work for Tommy until his fund is completed. From your little friend,

HELEN A. KELLER.

South Boston, May 19, 1891.

To the Editor of Forest and Stream: — Will you please thank the kind gentlemen who sent me the money for little Tommy, and tell them that they have helped make two children very happy? It seems beautiful to me to think that the death of my brave, loving Lioness should be the means of bringing so much happiness into the life of our dear little Tommy. I feel very grateful to the friends, far over the seas, who are taking an interest in baby Tom's education. Some day I hope I shall see each one of the dear friends whose names you sent me, and then I shall thank them myself. I enclose the receipt for the money. Thanking you, dear editor, for your kindness, I am your loving little friend, Helen Keller.

Throughout these letters, as well as in the rest of her correspondence, Helen gives abundant evidence of choice thoughts and healthy aspirations, of mental vigor and a fine sense of fitness, of astonishing versatility and intellectual keenness, of unconquerable energy and unalloyed satisfaction in laboring to smooth the pathway of life for her fellow sufferers.

The total amount of money thus far subscribed for Tommy's benefit through the united efforts of all his friends is $1,636.31, which sum will suffice to pay his expenses for about two years. In pleading the little boy's case and striving to enlist public interest in him, Helen was actuated by the highest motives and stirred by the noblest impulses. She often disclosed such unexpected resources of reasoning, combined with an uncommon depth of feeling, and rose to such fervor of

appeal, as to surprise and overwhelm her hearers or correspondents, and to make herself fairly irresistible. There burns in her soul a quenchless zeal and an absorbing desire to snatch away from the jaws of misery and ignorance all afflicted children, and to lift them up to the fellowship of men. Her life writes out the perfect law of love, not in verbal terms, but in deeds that reveal all its depth and breadth and height. Of the many flowers that bloom on her heart and beautify it, sympathy with all sufferers and eagerness to be of service to them are the finest and most fragrant.

"The words which she utters
Are of her soul a part,
And the good seed she scatters
Is springing from the heart."

Helen's arduous work for the deliverance of little Tommy from the abyss of darkness and stillness is an inspiring proof of the blessedness of her own emancipation from the same dreary prison. Her eager solicitude to secure for all others the privileges which she now enjoys, is the fruitage of the tree of benevolence, which is deeply rooted in her heart and sends forth branches toward heaven.

Reason, Religion and Optimism.

"Life and sense,
Fancy and understanding: whence the soul
Reason receives, and reason is her being."

Milton.

Helen is an acute thinker. Her nature is eminently rational. Her conclusions are usually

deduced from the unerring dictates of her faculties. Reason is her sun. It is the noble spark kindled from heaven. Under its light she carries on her mental operations, and if any statement is made to her she at once seeks for evidence to substantiate it. She receives gladly the opinions of others; but in forming her own she depends upon the exercise of her intellect. Like the bee, she gathers substance from abroad, but digests that which is obtained by her own virtue. She finds unspeakable pleasure when calling into activity the powers of her mind. That she uses them constantly, witness the following extract from one of Miss Sullivan's letters, dated Tuscumbia, May 24, 1889.

A short time ago A. undertook to give Helen an idea of deity. She began by telling her that "God is everywhere." The child instantly asked to be shown him. A. found herself in a difficult position, but she proceeded to add to Helen's perplexity by telling her that "God made her and all the people in the world out of dust." This bit of information amused the little woman greatly. In speaking of it to her mother afterwards she said: "A. told me many funny things. She says Mr. God is everywhere, but has not a body like that of my father, and does not live in a house!" Then the poor, puzzled child added: "A. says God made me out of dust! I think she is a great joker! I am made of flesh and blood and bones, and I was born nearly nine years ago. A. must not make too many mistakes!"

Helen's natural religious inclinations are of the best kind. She worships everything that is highest and noblest in human life. To use a phrase of Mr. Frothingham, "she adores the substance of

deity." At the same time, she longs to get at the root of things by reflection and careful examination and is not disposed to accept all sorts of conflicting speculations and assertions as absolute truth. Hers is a rational nature *par excellence.* This is clearly shown in her keen criticisms and penetrating remarks on all matters which seem to her out of the ordinary course of things, and for the occurrence of which no logical explanation or satisfactory proof can be adduced. Her reason is very strong and discriminating, and she is quite prone to dispel instinctively the smoke of incense arising from the altars of superstition. In her mental field there is no congenial soil for the spontaneous growth of a luxuriant supernaturalism, which in many instances, instead of lighting, dims and darkens the spiritual faculty.

The way in which the first rays of religious ideas dawned upon the mind of the child confirms Max Müller's teachings rather than the theories of Herbert Spencer. Charmed with the beauties of nature and refreshed with its bountiful gifts, Helen began to contemplate its mysteries and majesties, and to inquire about the origin and the first cause of things. She grew more and more musing and meditative on these subjects in proportion to the increase of her intelligence. Her questions about the creation and the government of the world were constant and very searching. Finally she became quite eager to learn everything

relating to cosmogony. Here was presented a rare and most glorious opportunity for having one of the acutest and most brilliant minds try to evolve the light of religious ideas from within instead of taking it from without, and form its conceptions of deity and divine attributes in perfect freedom from external influences, and authoritative bias. To the adoption of this course no objection was raised from her parents, and, if it had been pursued, it would have been of inestimable value in more ways than one. Aside from throwing some light on several psychological questions, it would have encouraged the child to rely upon her own resources in the solution of serious problems, and to acquire habits of mind which would enable her to seek truth resolutely and perceive it in a clear light. Moreover, it would have prepared the way for her indissoluble unification with nature and its laws and with the principles of all being. Unfortunately, Miss Sullivan took a different view of the matter. She could not rise above the sway of popular notions and common prejudices. While the little pupil's inquisitiveness and diligence in prying into things hidden gave evidence that her ideas were steadily unfolding and ripening into reverence, the teacher was quite alarmed at this mental activity, fearing lest it should lead to the disturbance of the "harmonious development of the soul." Hence she deemed it her duty to prevent such a catastrophe by turning the cur-

rent of Helen's thoughts into the ordinary channels of theology.

Thus the old story of Laura Bridgman was repeated again, and one of the finest and grandest intellectual and spiritual temples, which in its completion would have afforded extraordinary opportunities for scientific investigation and the discovery of truth in its simplest form, was destroyed before its dome was finished.

Miss Sullivan has prepared a detailed account of Helen's religious instruction, which is herewith given in full: —

RELIGION. — The evolution of the mind of this remarkable child in the province of religious thought is both interesting and instructive. It was the earnest desire of those upon whom devolved the responsibility of Helen's education that her mind should not be biased by outside influences. It was hoped that one so peculiarly endowed by nature as Helen, would, if left entirely to her own resources, throw some light upon such psychological questions as were not exhaustively investigated by Dr. Howe; but their hopes were not to be realized. In the case of Helen, as in that of Laura Bridgman, disappointment was inevitable. It is impossible to isolate a child in the midst of society, so that he shall not be influenced by the beliefs of those with whom he associates. In Helen's case such an end could not have been attained without depriving her of that intercourse with others, which is so essential to the development of her social nature.

It must have been evident to those who watched the rapid unfolding of Helen's faculties that it would not be

possible to keep her inquisitive spirit for any length of time from reaching out toward the unfathomable mysteries of life. But great care has been taken not to lead her thoughts prematurely to the consideration of subjects which perplex and confuse all minds. Children ask profound questions, but they often receive shallow answers, or, to speak more correctly, they are quieted by such answers.

"Where did I come from, and where shall I go when I die?" were questions asked by my pupil nearly three years ago. But the explanations which she was able to understand at that time did not satisfy, although they forced her to remain silent, until her mind should begin to put forth its higher powers, and generalize from innumerable impressions and ideas which streamed in upon it from books and from her daily experiences. Without any particular direction being given to her mind, it naturally sought for the cause of things.

As her observation of phenomena became more extensive and her vocabulary richer and more subtle, enabling her to express her own conceptions and ideas clearly, and also to comprehend the thoughts and experiences of others, she became acquainted with the limit of human creative power, and perceived that some power, not human, must have created the earth, the sun, and the thousand natural objects with which she was perfectly familiar.

Finally, she one day demanded a name for the power, the existence of which she had already conceived in her own mind. The study of the natural sciences and geography had done much to arouse her curiosity with regard to the origin of things. She began to realize, in a dim and childlike way, the vastness and manifold variety of the works of nature.

Through Charles Kingsley's "Greek Heroes" she had become familiar with the beautiful stories of the Greek gods and goddesses, and she must have met with the words *God*, *heaven*, *soul*, and a great many similar expressions, in the books she eagerly devoured.

Strange to say, she never asked the meaning of such words, nor made any comment whatever when they occurred; and until February, 1889, no one had ever spoken to her of God. At that time, a dear relative who was also an earnest Christian tried to tell her about God; but, as this lady was not able to clothe her ideas in words suited to the comprehension of the child, they made little impression upon Helen's mind. When I subsequently talked with her she said: "I have something very funny to tell you. A. says God made me and every one out of sand; but it must be a joke. I am made of flesh and blood and bone, am I not?" Here she examined her arm with evident satisfaction, laughing heartily to herself. After a moment she went on: "A. says God is everywhere, and that He is all love; but I do not think a person can be made out of love. Love is only something in our hearts. Then A. said another very comical thing. She says He [meaning God] is my dear father. It made me laugh quite hard, for I know my father is Arthur Keller."

I saw that the child was not in a fit state of mind to receive the spiritual truths which her kinswoman had so inopportunely tried to impart, and I explained to her that she was not yet able to understand what had been told her, and so easily led her to see that it would be better not to talk about such things until she was wiser.

She had met with the expression Mother Nature in the

course of her reading, and for a long period of time thereafter she was in the habit of ascribing to Mother Nature whatever she felt to be beyond the power of man to accomplish. She would say, when speaking of the growth of a plant, "Mother Nature sends the sunshine and the rain to make the trees and the grass and the flowers grow." The following extract from my journal will show what were her ideas at this time: —

Helen seemed a little serious after supper, and Mrs. H. asked her of what she was thinking. "I am thinking how very busy dear Mother Nature is in the springtime," she replied. When asked why she thought so, she answered: "Because she has so many children to take care of. She is the mother of everything; the flowers and trees and winds."

"How does Mother Nature take care of the flowers?" was the next question. "She sends the sunshine and rain to make them grow," Helen replied; and after a moment she added: "I think the sunshine is Nature's warm smile, and the rain-drops are her tears."

Later she said: "I do not know if Mother Nature made me. I think my mother got me from heaven, but I do not know where that place is. I know that daisies and pansies come from seeds which have been put in the ground; but children do not grow out of the ground, I am sure. I have never seen a plant-child! But I cannot imagine who made Mother Nature, can you? I love the beautiful spring, because the budding trees and the blossoming flowers and the tender green leaves fill my heart with joy. I must go now to see my garden. The daisies and the pansies will think I have forgotten them."

After May, 1890, it was evident to me that she had

reached a point where it was impossible to conceal from her the religious beliefs held by those with whom she was constantly coming in contact. She almost overwhelmed me with inquiries which were the natural outgrowth of her quickened intelligence.

Early in May she wrote on her tablet the following list of questions: —

I wish to write about things I do not understand. Who made the earth and the seas, and everything? What makes the sun hot? Where was I before I came to mother? I know that plants grow from seeds which are in the ground, but I am sure people do not grow that way. I never saw a child-plant. Little birds and chickens come out of eggs. I have seen them. What was the egg before it was an egg? Why does not the earth fall, it is so very large and heavy? Tell me something that Father Nature does. May I read the book called the Bible? Please tell your little pupil many things when you have much time.

Can any one doubt after reading these questions that the child who was capable of asking them was also capable of understanding at least their elementary answers? She could not, of course, have grasped such abstractions as a complete answer to her questions would involve; but one's whole life is nothing more than a continual advance in the comprehension of the meaning and scope of such ideas.

Throughout Helen's education, I have invariably assumed that she can understand whatever it is desirable for her to know. If there were not existing in the minds of children a whole dormant system of metaphysics, how could they receive those abstract truths which we cannot explain by any analogy with our physical relations, but

can only define by empty words? Unless there had been in Helen's mind some such intellectual process as the above questions indicate, any explanation of them would have been unintelligible to her. Without that degree of mental development and activity, which perceives the necessity of superhuman creative power for the explanation of natural phenomena, all the instruction in the world would fail to give to the child anything like an intellectual perception of a creator.

After she had clothed in appropriate language the ideas which had been slowly framing in her mind, they seemed suddenly to absorb all her thoughts, and she became impatient to have everything explained. As we were passing the large globe in the rotunda of the main building a short time after she had written the questions, she stopped before it and asked, "who made the *real* world?" I replied: "No one knows how the earth, the sun, and all the worlds which we call stars came to be; but men have tried in many ways to account for their origin, and to interpret the great and mysterious forces of nature."

She knew that the Greeks had many gods to whom they ascribed various powers, because they believed that the sun, the lightning and a hundred other natural forces were independent and superhuman powers. But after a great deal of thought and study, men came to believe that all forces were manifestations of one power, and to that power they gave the name *God*.

She was very still for a few minutes, evidently thinking earnestly. She then asked, "who made God?" I was compelled to evade her question, for I could not explain to her the mystery of a self-existent being. Indeed, many of her eager questions would have puzzled

a far wiser person than I am. Here are some of them: "What did God make the new worlds out of?" "Where did he get the soil, and the water, and the seeds, and the first animals?" "Where is God?" "Did you ever see God?" I told her that God was everywhere, and that she must not think of him as a person, but as the life, the mind, the soul of everything. She interrupted me: "Everything does not have life. The rocks have not life, and they cannot think." It is often necessary to remind her that there are infinitely many things that the wisest people in the world cannot explain. "But we must study very hard, and perhaps we shall find out more about them," is her invariable reply. Throughout Helen's education I have encouraged her to believe in her own thought, — to watch for the gleams of light which flash across her own mind, and to abide by her spontaneous impressions.

No creed or dogma has been taught to Helen, nor has any effort been made to force religious beliefs upon her attention. Being fully aware of my own incompetence to give her any adequate explanations of the mysteries which underlie the names of God, soul and immortality, I have always felt obliged, by a sense of duty to my pupil, to say as little as possible about spiritual matters. The Rt. Rev. Phillips Brooks has explained to her in a beautiful way the fatherhood of God. The following extracts from the letters which passed between them will give an adequate idea of the religious instruction which she has received from him.

In a letter to Dr. Brooks, Helen says: —

Why does the great Father in heaven think it is best for us to have very great sorrow and pain sometimes? I am always happy, and so was Little Lord Fauntleroy; but dear little

Jakey's life was full of sadness, and God did not put the light in his eyes, and he was blind, and his father was not gentle and loving. Do you think Jakey loved his Father in heaven more because his other father was unkind to him? How did God tell people that his home was in heaven? When people do very wrong and hurt animals and treat children unkindly, God is grieved; but what will he do to them to teach them to be pitiful and loving? Please tell me something that you know about God. I like so much to hear about my loving Father who is so good and wise.

To this appeal Dr. Brooks sent the following reply: —

I want to tell you how glad I am that you are so happy, and enjoying your home so very much. I can almost think I see you with your father and mother and little sister, with all the brightness of the beautiful country about you, and it makes me very glad to know how glad you are.

I am glad also to know, from the questions which you ask me, what you are thinking about. I do not see how we can help thinking about God when he is so good to us all the time. Let me tell you how it seems to me that we come to know about the heavenly Father. It is from the power of love which is in our own hearts. Love is at the soul of everything. Whatever has not the power of loving must have a very dreary life indeed. We like to think that the sunshine and the winds and the trees are able to love in some way of their own, for it would make us know that they were happy if we knew that they could love; and so God, who is the greatest and happiest of all beings, is the most loving, too. All the love that is in our hearts comes from him, as all the light which is in the flowers comes from the sun; and the more we love the more near we are to God and his love.

I told you that I was very happy because of your happiness. Indeed I am! So are your father and your mother and your teacher and all your friends. But do you not think that God

is also happy because you are happy? I am sure he is! And he is happier than any of us, because he is greater than any of us, and also because he not merely *sees* your happiness as we do, but because he has *made* it. He gives it to you as the sun gives light and color to the rose; and we are always most glad of what we not merely see our friends enjoy, but of what we give them to enjoy, — are we not?

But God does not only want us to be *happy*. He wants us to be *good*. He wants that most of all. He knows that we can be really happy only when we are good. A great deal of the trouble that is in the world is medicine which is very bad to take, but which it is good to take because it makes us better. We see how good people may be in great trouble when we think of Jesus, who was the greatest sufferer that ever lived, and yet was the best Being, and so, I am sure, the happiest Being, that the world has ever seen.

I love to tell you about God, but he will tell you himself by the love which he will put into your heart if you ask him. And Jesus, who is his Son, but is nearer to him than all of us, his other children, came into the world on purpose to tell us all about our Father's love. If you read his words, you will see how full his heart is of the love of God. "We *know* that he loves us!" Jesus says; and so he loved men himself; and, though they were very cruel to him and at last killed him, he was willing to die for them because he loved them so; and, Helen, he loves men still, and he loves us, and he tells us that we may love him.

And so love is everything; and if anybody asks you, or if you ask yourself what God is, answer, "God is love!" That is the beautiful answer which the Bible gives.

All this is what you are to think of and to understand more and more as you grow older. Think of it now, and let it make every blessing brighter because your dear Father sends it to you.

Later Helen writes: —

It fills my heart with joy to know that God loves me so much that he wishes me to live always, and that he gives me everything that makes me happy, — loving friends, a precious little sister, sweet flowers, and, best of all, a heart that can love and sympathize and a mind that can think and enjoy. I am thankful to my heavenly Father for giving me all these precious things. But I have many questions to ask you, — some things that I cannot understand, because I am quite ignorant; but when I am older I shall not be so much puzzled.

What is a spirit? Did Jesus go to school when he was a child? Teacher cannot find anything about it in the Bible. How does God *deliver people from evil?* Why do the people say that the Jews were very wicked, when they did not know any better?

Where is heaven? My teacher says it does not matter where it is, so long as we know that it is a beautiful place, and that we shall see God there and be happy always. But I should like to know where it is, and what it is like. What is conscience? Once I wished very much to read my new book about Heidi when teacher had told me to study. Something whispered to me that it would be wrong to disobey dear teacher. Was it *conscience* that whispered to me it would be wrong to disobey?

Dr. Brooks replies: —

I think that it is God's care for us all that makes us care for one another. It is because we are in the Father's house that we know that all people are our brothers and sisters. God is very anxious that we should know that he is our Father. We can imagine something of how any father must feel whose children do not know that he is their father. He must be very anxious to tell them, and so God tries in every way to tell us. I think he writes it even upon the beautiful walls of the great house of nature which we live in, that he is our Father; as a child who found herself living in a lovely house might guess

that he who built that house and put her there loved her very dearly.

And then again, God tells us in our hearts that he is our Father. That is what we call conscience, — God's voice in our hearts. You say that you try to do what is right in order to please your teacher, and you ask whether that is conscience. But what is it that makes you want to please your teacher? Why do you want to show her that you love her? Why do you love her? It is God in your heart that makes you grateful and makes you want to make other people happy. Your heart takes God into it as the flower takes in the sunshine; and then when you think God's thoughts and do God's actions, it is a sign to you that God is in you and that you belong to him.

People have always thought that God must be their Father because he showed himself to them in the beautiful world, and because he spoke to them in their hearts; but he wanted to make it perfectly clear and sure to them, and so he came and lived among them. He took our human life and lived in it. He showed us what our life would be if it was absolutely filled with his spirit. That is what you read in the beautiful story of Jesus; and when Jesus had lived in the world for some time, he said one day to his friends, "He that hath seen me, hath seen the Father!" How they must have looked at him after that! How they must have listened to everything he said! How they must have tried to get near to him! for to get near to him was to get near to God, their Pattern. And we can see him and hear what he says and come near to him too; for we have the story of the precious words which he spoke, and of how he was willing even to suffer to make men good; and we know that he promised when he went away that he would always be where people could talk to him and love him and tell him all their troubles and their needs.

I suppose that Jesus went to school when he was a little boy. Indeed, we have one story of his going up to the temple and asking the wise doctors the questions which had come up in his

mind, and that was really going to school. At any rate, we know that he lived in his mother's house and was very obedient. And so we know that even in the simplest things, in obedience and faithfulness to those who love us, we may be like God.

Helen manifests the same eagerness to learn about spiritual things that characterizes her search for knowledge in other departments. Her vivid imagination enables her to avoid many difficulties which Laura Bridgman encountered on all sides. When anything is described to her, she seems to form from the words a picture which she perceives with some inward power of vision.

She received the idea of God as a loving Father as naturally as the flower exhales its perfume. How could it be otherwise? She knew nothing of sin and suffering; her life was as free from care and sorrow as that of the birds of the air or the flower of the fields. The assertion that she was God's child, that he loved her, had always loved her, and wished her to love him, met with a glad assent; and, to a child of her loving and clinging disposition, it was a source of the greatest pleasure to think that we are all brothers and sisters, whose duty it is to love and help one another.

She has not as yet been allowed to read the Bible, because I do not see how she can do so at present without giving her a very erroneous conception of the attributes of God. I have already told her in simple language of the beautiful and helpful life of Jesus, and of his cruel death. The narrative affected her greatly when first she listened to it. Her tears flowed freely, but she seemed disinclined to talk about it for several days. Like most sensitive and imaginative children, she shrank from laying bare her own deepest feelings.

When she referred to our conversation again, it was to ask, "Why did not Jesus go away, so that his enemies could not find him?" She thought the miracles of Jesus very strange. When told that Jesus walked on the sea to meet his disciples, she said, decidedly, "it does not mean *walked*, it means *swam*." When told of the instance in which Jesus raised the dead, she was much perplexed, saying, "I did not know life could come back into the dead body!"

One day she said, sadly: "I am blind and deaf. That is why I cannot see God." I taught her the word *invisible*, and told her we could not see God with our eyes, because he was a spirit; but that when our hearts were full of goodness and gentleness, then we saw him because then we were more like him.

At another time she asked, "what is a soul?" "No one knows what the soul is like," I replied; "but we know that it is not the body, and it is that part of us which thinks and loves and hopes, and which Christian people believe will live on after the body is dead." I then asked her, "can you think of your soul as separate from your body?" "Oh, yes!" she replied; "because last hour I was thinking very hard of Mr. Anagnos, and then my mind," — then changing the word, — "my soul was in Athens, but my body was here in the parlor." At this moment another thought seemed to flash through her mind, and she added, "but Mr. Anagnos did not speak to my soul." I explained to her that the soul, too, is invisible, or, in other words, that it is without apparent form. "But if I write what my soul thinks," she said, "then it will be visible, and the words will be its body."

A long time ago Helen said to me, "I would like to

live sixteen hundred years." When asked if she would not like to live *always* in a beautiful country called heaven, her first question was, "where is heaven?" I was obliged to confess that I did not know, but suggested that it might be on one of the stars. A moment after she said: "Will you please go first and tell me all about it?" and then she added, "Tuscumbia is a very beautiful little town." It was more than a year before she alluded to the subject again, and when she did return to it, her field of inquiry had been enlarged, and her questions were numerous and persistent. She would ask: "Where is heaven, and what is it like? Why cannot we know as much about heaven as we do about foreign countries?" I told her in very simple language that there may be many places called heaven, but that essentially it was a condition, — the fulfilment of the heart's desire, the satisfaction of its wants; and that heaven existed wherever *right* was acknowledged, believed in and loved.

She shrinks from the thought of death with evident dismay. Recently, on being shown a deer which had been killed by her brother, she was greatly distressed, and asked sorrowfully, "why must everything die, even the fleet-footed deer?" At another time she asked, "do you not think we would be very much happier always, if we did not have to die?" I said, "no; there is very much more happiness with it, because, if there were no death, our world would soon be so crowded with living creatures that it would be impossible for any of them to live comfortably." "But," said Helen, quickly, "I think God could make some more worlds as well as he made this one."

When friends have told her of the great happiness which

awaits her in another life, where she will see and hear and sing with the angels, she instantly asked them, "how do you know, if you have not been dead?"

Notwithstanding her deprivations, her glad and child-like enjoyment of the present existence is so great that assertions with regard to greater happiness in a future life are received with indifference.

The literal sense in which she sometimes takes common words and idioms shows how necessary it is that we should make sure that she receives their correct meaning. When told recently that Hungarians were born musicians, she asked in surprise, "do they sing when they are born?" When her friend added that some of the pupils he had seen in Buda-Pesth had more than one hundred tunes in their heads, she said, laughing, "I think their heads must be very noisy." She sees the ridiculous quickly, and, instead of being seriously troubled by metaphorical language, as some deaf-mutes are, she is often amused at her own too literal conception of its meaning.

One day A. thought she would improve Helen's mind by teaching her the twenty-third psalm. After it had been read to her once or twice, her quick memory retained the strange and (to her) meaningless words, and she was able to repeat the psalm from beginning to end without a mistake. When I came for her she was full of questions, the first being this: "What is a psalm?" After this was explained to her she said, with an air of the greatest amusement, "it said, *the Lord is my shepherd!* but how can that be? For I am not a sheep!" I told her that David was a poet, and liked to imagine that the world was God's great pasture, and that the people

were his sheep, and he their loving and careful shepherd. Her comment on this explanation was: "I do not like to think that I am a sheep at all, and I do not think it would be nice to lie down in the fields, do you?"

She has always resented any comparison of herself with inferior animals. If called a busy bee, she will reply, "no, I am a busy little girl. I can do much more than a busy bee."

Having been told that the soul was without form, she was much perplexed at David's words, "He leadeth my soul." "Has it feet? Can it walk? Is it blind?" she asked; for in her mind the idea of being led was associated with blindness.

Of all the subjects which perplex and trouble Helen, none distresses her so much as the knowledge of the existence of sin in the world, and of the suffering which results from it. For a long time it was possible to keep her away from all knowledge of evil; and, situated as she is, it will always be comparatively easy to prevent her from coming in personal contact with vice and wickedness. The fact that sin exists, and that great misery results from it, dawned gradually upon her mind as she understood more and more clearly the lives and experiences of those around her. The necessity of laws and penalties had to be explained to her. Only those who are acquainted with the depth and tenderness of her sweet child-nature can conceive what an awful shock it was to her to learn that a father could unkindly treat his little son. She found it very hard to reconcile the presence of evil in the world with the idea of God which had been presented to her mind.

One day she asked: "Does God take care of us all the

time?" She was answered in the affirmative. "Then why did he let little sister fall this morning, and hurt her head so badly?" Another time she was asking about the power and goodness of God. She had been told of a terrible storm at sea, in which several lives were lost, and she asked: "Why did not God save the people if he can do all things?" Here was the most puzzling question which has ever perplexed the human mind.

Surrounded by loving friends and the gentlest influences, as Helen had always been, she has, from the earliest stage of her intellectual enlightenment, willingly done right. She knows with unerring instinct what is right, and does it joyously. She does not think of one wrong act as harmless, of another as of no consequence, and of another as not intended. To her pure soul all evil is equally unlovely.

While to do right is as natural to her as breathing, it is most pleasing to observe that beautiful spirit of love which prompts her to extenuate the faults of those she believes to have done wrong. When told that any of the children have been naughty, she will immediately make some apology for them, and say: "It was a mistake. He did not mean to do wrong."

She heard recently that her beautiful mastiff had been killed by the police near her home; but the thought of blaming the men who had done the cruel deed did not apparently enter her head. As soon as her first burst of sorrow had subsided, she said: "I am sure they could not have known what a good dog Lioness was!"

Thus the knowledge of evil calls into existence those noble sentiments, — loving sympathy for the suffering, loving pity for wrong-doers, and the desire to help and comfort others.

The library of the institution is utilized both directly and indirectly to kindle in her a glowing sense of duty and a love of nature, and to set before her such high ideals as give grace and nobleness to character. Her mind is so constituted that it is difficult to tell whether the faculty of reasoning or of imagination has the predominance. The following is a striking illustration of the vividness and originality of her fancy: —

A Dream. — Last night I dreamt that long, long ago, when the birds and flowers and trees were first made, the great God who had created all things sat upon a beautiful cloud which looked like silver, and seemed to float in the midst of the blue sky like a throne; and he looked down upon the earth, — the wonderful world he had made out of his own thought. Oh, how beautiful the earth was! with her great mountains climbing upwards to the sky, and her valleys filled with sweet-smelling flowers and delicious fruit. The trees seemed alive with beautiful living things; the little birds' joyous songs made the air vibrate with music. I felt it in my dream. I knelt on the cool, green moss that crept down to the edge of the merry little brooks, and I touched the water as it rippled past me. The broad, deep lakes were as quiet as little sleeping babies, and I felt the ground tremble under my feet when the river went rushing past to join the stormy ocean. Then I went to the shore and put my bare feet in the water, and felt the waves beating against the shore continually; and God smiled, and the world was filled with light, and there was no evil, no wrong in all the world, only love and beauty and goodness. Just then I felt teacher kissing my lips, and I awoke.

It has been my aim, in Helen's religious instruction, to awaken within her an intellectual and emotional recognition of the fact that her life is virtually related to the

universal life of God. Afterwards it will be easy for others to teach her whatever theory or special form of belief it may seem desirable for her to know.

Helen enjoys life with all the heartiness of a child. She views everything with the most glowing spirit of hopefulness. The leading impulse and most vital feature in her character is her optimism; her firm belief that meanness cannot form a part in any of the phases of human nature, and that all things proceed from the good and end in the best. This faith is the chief sentiment which gives unity to her thoughts. It is the source of the perpetual sunshine of her temperament. It is the one golden thread upon which she strings all her glittering beads. It is the principal lesson she is destined to teach, — the grand sermon she is ordained to preach. She is cheerful, helpful, inspiring. She is ignorant of the prevailing power of evil in the world. Nor is the slightest tendency towards it to be found in her. She is so absolutely free from it, that the strongest theological microscope would fail to discover an atom of perverseness in her moral constitution. She is a living negation of the doctrine of total depravity, and a positive confirmation of the ethics of Confucius, the peculiar characteristic of which is the repeated assertion of the goodness of human nature in the normal man.

Happiness, Cheerfulness and Gratitude.

"No bird upon a tree
E'er found life half so rare a boon as she."

Alice Chadbourne.

Helen is most happily constituted. There seems to be nothing wanting for her felicity. The infinite happiness which can be derived from resources within one's self is well emphasized by her case. She enjoys life and everything pertaining to it with the ardor of her soul. Contentment is a continual feast with her. It is a pearl of great price in the crown of her nature. She is entirely free from all that might infringe delight. Her countenance, bright with smiles and glowing with innocent enjoyment, is a mirror transmitting to others the rays of a supreme and ever-shining benevolence. All her pleasures are as fresh as the hours and as beautiful as eternity. To use Vaughan's words, she is —

"Sweet as the flower's first breath, and close
As th' unseen spreading of the rose,
When she unfolds her curtained head,
And makes her bosom the sun's bed."

Helen's felicity reaches its highest mark when she has an opportunity of making others happy. This disposition is one of those noble traits of her character which render her existence so exceptional. A sweeter, a more generous or a more self-sacrificing child never, as I think, lent the charm of her presence to this world.

Last Christmas a beautiful little tree was prepared for her, and she was greatly pleased with it, and highly excited over the "secrets" which hung on its branches. Her friends gathered in the parlors early in the forenoon to witness the distribution of the presents with which the tree was loaded; and Helen was radiant with delight when she discovered that others fared as well as she did, and that all her guests were generously remembered.

Miss Lane, who was one of the participants in this joyous and most impressive occasion, describes it as follows: —

Such a merry, merry Christmas! No child in all the world could have been happier than was Helen. "The day was full of joy from beginning to end," — as she afterwards described it in a letter to her mother.

The Christmas tree prepared for her by loving friends was gaily decorated and loaded with gifts. Upon its topmost bough alighted an image of a little angel, the gift of a dear young friend of kindred spirit, — Rosalind Richards of Gardiner, Me. When Helen found it there she said it had come "to tell of peace on earth and good-will to all." Filled with that spirit of good-will and thoughtful love, she made sure with her own hands and purse that the tree contained an added gift for each expected guest.

Learning at a late moment that Mrs. Julia Ward Howe had arrived, and would be her guest on the occasion, Helen hastily procured a pretty lily-penwiper and wrote a little note to accompany it, which was full of love and kind wishes for the "dear lady."

When all were assembled in the parlors, the self-appointed young "messenger of Santa Claus" joyously hastened to do his bidding. Skipping gracefully to and fro, and pronouncing the name of each recipient, she enhanced the value of the precious tokens by her vivid and keen delight in their presentation. After the work for Santa Claus was finished, she eagerly sought her own newly-acquired treasures. And what choice treasures they were! A real canary in his glittering cage, a beautiful carnation pink full of fragrant blossoms, an exquisite pin from Italy, "lovely Italy," and many other things beautiful and valuable, which were all carefully examined with unbounded pleasure. Soon the wonderful fingers discovered a book of poems in embossed print, "Stray Chords," by Mrs. Anagnos, and at once the child was wholly absorbed in its contents. She read aloud with an intense earnestness of expression and a happy look on the sweet face, which surprised and charmed her audience, — especially the "dear lady," to whom evidently it recalled the past, — the great work which her noble husband accomplished for Laura Bridgman, and which thus opened the pathway to this joyous Christmas for Helen Keller.

I was one among those who were favored with a Christmas present from Helen herself. Mine was a pocket pencil, which she accompanied with the following note: —

DEAR MR. ANAGNOS: — This tiny friend will never leave you for a moment if only you give him plenty of work to do. He is very quick indeed, and will dance over the pages of a book in a very lively way, recording as he goes all the thoughts and fancies which enter your mind. But hold him fast, or sometimes he will do great mischief. Hoping that you and your new friend will not quarrel, and that you will enjoy the fun this morning, I am your loving HELEN.

She is fully aware of her great deprivations; but she does not mourn, nor fret, nor repine over them. Once, after stepping on her puppy's tail, she was seen to spell to herself, "I am too blind!" Nevertheless, she does not show any signs of wasting her energies in gloomy thoughts and useless lamentations over her calamity. She makes the best of her condition, and gathers up such flowers as lie along her way. She views everything in a joyous spirit. Sunshine is about her soul, and her mind gilds with its own hues all that it looks upon. Cheerfulness is one of the essentials of her nature. It furnishes the best soil for the growth of goodness and virtue. It gives brightness to heart and elasticity to spirit. It is the companion of charity, the nurse of patience, the mother of wisdom.

Helen's sense of gratitude is very strong. For every favor conferred on her, or for any kindness shown to her, she never fails to acknowledge her obligation and express her appreciation either by word of mouth or in writing. Of Dr. Howe's grand work in behalf of the blind deaf-mutes she has a clear conception. That she cherishes the thought, and that he himself is enshrined in her heart for what he did to free them from the bonds of their confinement, witness the following letter to his eldest living daughter, Mrs. Florence Howe Hall: —

South Boston, Mass., Dec. 2, 1890.

My Dear Mrs. Hall: — I want to tell you how much I enjoyed hearing about your dear father, and all the brave, generous things he did for the Greeks, and for all who were poor and unhappy. I think the children who read *Wide Awake* must have been greatly interested in your story, but they cannot love Dr. Howe as we little blind girls do. Teacher says she would not have known how to teach me if your father had not taught Laura Bridgman first, and that is why I feel so grateful to him. How dreadful it would have been if I could not have learned like other boys and girls! I am sure I should have been very sorrowful with no one to talk to me, and so would Edith and many others; but it is too sad to think about, is it not? When you come to Boston I hope you will tell me more about your father, and what you did when you were a little girl. Mr. Anagnos is going to show me Byron's helmet some day. Please give my love to Harry, and tell him I expect to see his dear cousin Rosy this week. Teacher sends her kind regards to you.

Lovingly, your little friend, Helen A. Keller.

Helen's Speech at Andover.

"She spake, — and music with her thousand strings
Gave golden answers from the haunted air."

Last May Helen paid a visit to Abbot Academy at Andover, in company with her teacher and Miss Marrett. She was cordially received and generously entertained under the hospitable roof of that seminary. Principal, teachers, students and many citizens of the town vied with one another in the effort to give her the greatest possible pleasure. She entered into the spirit of the occasion with her usual heartiness, and met her friends with grace-

ful urbanity and genial courtesy. She not only had a word of greeting for every one, old and young, who was introduced to her, but carried on a constant conversation with the various people around her on any subject which happened to be suggested. Little Tommy's case was, of course, one of her favorite themes.

In the course of Helen's visit many pleasant things and notable incidents took place to render it memorable; but the most significant of them all was a little speech which she herself made to the assembled members of the academy before leaving them. This event is one of those extraordinary and unexpected feats which are characteristic of the child. It occurred in this wise.

Miss Marrett had been talking to the young ladies of the work of our school, and when she had finished, Helen rose and going to the front of the platform said, in her earnest and natural way, "I would like to speak to my friends." Miss Sullivan was greatly surprised at this sudden movement of her pupil; but she allowed the child to fulfil her wish. Helen then addressed the audience in a few sentences, which were substantially as follows: —

Dear friends of Andover, I thank you for the pleasure I have had here, and for the gift I have to take to Tommy from you. I shall never forget this visit, and it will make my mother very happy to hear that you have all been so kind to me. It seems to me the world is full of goodness, beauty and love, and how

grateful we must be to our heavenly Father who has given us so much to enjoy. His love and care are written all over the walls of nature. I hope you will all come to South Boston some day and see what the little blind children do, and then go out to the beautiful child's garden and see little Tommy and pretty Willie, the little girl from Texas.

The effect of this simple little speech upon the audience was so overwhelming that quivering lips and moist eyes could be seen, and sobs could be heard in all parts of the assembly room. A special correspondent of the Boston *Evening Transcript* said that "it would be impossible to convey to the mind of the reader any adequate impression of the grace and spontaneity of the child as she stood before the school and in her *own* voice gave expression to her thoughts." Another witness of this moving and pathetic scene wrote that "as she said these words with her sightless eyes lifted toward heaven, the eyes of all others were nearly blind with tears."

From a detailed account of Helen's visit to Abbot Academy, written for the Boston *Transcript* by the above-mentioned special correspondent, we copy the following extracts: —

ANDOVER, MASS, May 15, 1891.

This week has been made memorable to the teachers and students of Abbot Academy by a visit from Helen Keller and her teacher, Miss Sullivan. Helen entered immediately into the heart of the school life, greeting with genuine pleasure all of the many new friends. The various rooms of Draper Hall had

a special interest for her, as associated with these friends, and every beautiful object to which her attention was directed was examined with enthusiastic eagerness.

During the evening recreation time it was a great pleasure to watch Helen as she shared in the merry spirit of the hour.

In the music room, sitting by the piano, with her hand upon the instrument, she showed, in her face and motions, keen enjoyment of several musical selections, while through the medium of her sensitive hand, placed upon the throat of a singer, she received impressions of a song. A little later, when the pupils were assembled in the drawing-room, the writer was especially impressed with Helen's unconscious grace and beauty.

In the midst of the large circle of friends the child won the loving interest of every heart. She entertained the company by full descriptions of recent visits to Lexington and Concord, entering with earnestness into the patriotic spirit of the places. When she came to the subject of the battles, her face grew sad and she said: "Was it not dreadful for men to kill each other so?" Instantly, however, she added, "but I am glad the brave minute men were not afraid to die when it was their duty to fight. I am sure that my father would have been one of them, if he had been living then."

Her love for Miss Alcott was made evident by her description of a visit to the home of "Little Women." She said of the house, "it is not beautiful, but I love it for the sake of brave, loving Miss Alcott."

Abbot Academy wished to share with others the pleasure of her guests, and for a period of more than two hours Helen entertained, with surprising versatility, many of the people of Andover.

She was much interested in meeting some of the teachers from Phillips Academy, which school was known to her in its association with the early life of her dear poet friend, Dr. Holmes. She enjoyed hearing about his poem of "The School-boy," and, in

her turn, she mentioned the names of many of his poems which she had read.

A hearty appreciation of the rich humor of the poet was shown in her partial rendering of "The One-Hoss Shay" and "The Height of the Ridiculous." The many floral tributes brought to Helen afforded themes for conversation, while her instant and tender recognition of them showed her knowledge and love of flowers. A bunch of narcissus blossoms suggested the recital of the beautiful mythological story accounting for their origin. Roses and violets awakened memories of her dear southern home. Her mother's luxuriant garden was very near in thought, and the violets she said, were "blue like her little sister Mildred's eyes." A Jack-in-the-pulpit perched in the centre of one little bouquet caused much merriment by his position and appearance. Of course he was designated as the floral preacher, to whose "sweet sermon" the audience of violets was giving glad attention.

Lilies of the valley were compared to delicate bells, and, as Helen shook the sprays of pearly blossoms, she asked the friends around her if they could hear the beautiful music. She laughed in thinking of a story she had once read, in which a little boy dreamed that these flower bells were the nightcaps of the fairies Tulips were greeted in the words of Dr. Holmes, —

"See the proud tulip's flaunting cup."

To the children who came to see her, Helen talked of dolls, and of school, gave conundrums for them to guess, or told charming little stories of pets in the animal kingdom. She was glad to know that many of the children had enjoyed with her the pleasure of the Boston dog show.

Rev. C. C. Carpenter of Andover, who, under the *nom de plume* of Mr. Martin, writes the "Conversation Corner" in the *Congregationalist*, devoted to the same subject one of his weekly articles, from which we quote as follows: —

Many of the ladies and children brought bouquets of flowers, of which she is passionately fond. Every one she instantly knew by the touch or smell, even detecting the different varieties of roses, saying enthusiastically of one, "it is pink, it is the *Catherine Mermet;* in my Alabama home it is large," showing the size with her doubled hands. One lady handed her a beautiful narcissus. As soon as she had touched it, she rapidly related the fable of Narcissus in love with his own shadow in the fountain, ending the story, as she flung her arms around her teacher's neck, with, "*and he was changed into this flower!*" A little girl gave her some apple blossoms, fresh from the tree, and Helen instantly said to her: "You come like spring, with blossoms in your hands." In another bouquet was a Jack-in-the-pulpit, which was a special text for her. She said that "all the other flowers ought to come and hear Jack preach." She placed her hand upon his head again, and remarked that he was "not as big as Mr. Brooks" (Phillips Brooks, whom she greatly admires) "in his pulpit." When some one suggested that Jack was not a bishop yet, she replied, "no, neither is Mr. Brooks yet, — he is *only elected.*"

She was taken through the art rooms, and placed her hands on every statue and bust. She stood up in a chair to feel the bust of Jupiter, and instantly said, "*it is Zeus!*" Her hands were placed upon the statue of a little child, and she recited several lines of appropriate poetry. A bust of the child Nero was new to her, but, being told who it was, she replied, "then it was when he was young and innocent." A head of Niobe she did not recognize, because not connected with the familiar group, but, passing her hands carefully over the face, and especially over the lips, said, with sympathy, "*this is sorrow!*"

Later in the day Miss Marrett of the Institution for the Blind spoke of the work there to the seminary girls in their hall. Helen was on the platform with her teacher, and was told about the audience and the address as it proceeded. Some incidental allusion being made to Dickens's works in raised letters, she

wished to ask the students a question, "how did Dickens write?" No one could answer, and she herself answered, "he wrote *Ol-iv-er Twist!*" When Miss Marrett had finished, Helen suddenly exclaimed, "*I* would like to make a speech," and, walking to the centre of the platform, addressed her unseen audience in a few remarkable sentences. After thanking them for their kindness to her, she said: "Everything here is so beautiful; *the love and goodness of God are written on the walls of nature all around us!*" As she said these words with her sightless eyes lifted toward heaven, the eyes of all others were nearly blind with tears.

Perhaps the most striking proof of the keen perception of this child was that, when the people came to bid her good-bye, she knew every one who had been introduced to her before. As she kissed the little girls, she called each by her own name, — Mary, Edith, Beatrice, Annie, Margaret. In one case of two girls, who looked much alike, others thought she had made a mistake; but she was right and they were wrong.

Of her visit to Andover Helen makes special mention in the following letter, which she wrote to her gentle poet, Dr. Holmes, to thank him for a gift of money that he had sent for little Tommy: —

South Boston, May 27, 1891.

Dear, Gentle Poet: — I fear that you will think Helen a very troublesome little girl if she writes to you too often; but how is she to help sending you loving and grateful messages, when you do so much to make her glad? I cannot begin to tell you how delighted I was when Mr. Anagnos told me that you had sent him some money to help educate "Baby Tom." Then I knew that you had not forgotten the dear little child, for the gift brought with it the thought of tender sympathy. I am very sorry to say that Tommy has not learned any words yet. He is the same restless little creature he was when you saw him.

But it is pleasant to think that he is happy and playful in his bright new home, and by and by that strange, wonderful thing teacher calls *mind* will begin to spread its beautiful wings, and fly away in search of knowledge-land. Words are the mind's wings, are they not?

I have been to Andover since I saw you, and I was greatly interested in all that my friends told me about Phillips Academy, because I knew you had been there, and I felt it was a place dear to you. I tried to imagine my gentle poet when he was a school-boy, and I wondered if it was in Andover he learned the songs of the birds and the secrets of the shy little woodland children. I am sure his heart was always full of music, and in God's beautiful world he must have heard love's sweet replying. When I came home teacher read to me "The School-boy," for it is not in our print.

Did you know that the blind children are going to have their commencement exercises in Tremont Temple, next Tuesday afternoon? I enclose a ticket, hoping that you will come. We shall all be proud and happy to welcome our poet friend. I shall recite about the beautiful cities of sunny Italy. I hope our kind friend Dr. Ellis will come too, and take little Tom in his arms.

With much love and a kiss, from your little friend,

HELEN A. KELLER.

We close the account of Helen's visit to Andover with the following letter, which she wrote to Miss McKeen, principal of the academy, in acknowledgment of the delightful time which she had enjoyed in the seminary, and of the kindness of the friends whom she had met there.

SOUTH BOSTON, June 10, 1891.

MY DEAR MISS MCKEEN: — You must not think that because your little friend has not written to you sooner that she has

forgotten you or the beautiful time she had at Abbot Academy. It is only that I have had a great many letters to write, and I knew that you would wait patiently for your letter. Teacher and I often speak of our visit to Andover, and of the kind friends whom we met there. How beautiful it is that when we have enjoyed something very much we can always treasure it in our memories! It seems to me that our minds are like museums, where everything we have known and loved is kept for our enjoyment. And I am sure that the grand museums at Rome and Florence are not nearly so wonderful as the mind-museums which hold our treasures.

We are going to leave this dear city, and our many, many loved friends, on the 22d of June. I am so eager to see my darling little sister and my mother and father that I can hardly wait patiently for the days to fly by; but the many pleasant things which happen every day keep my heart so full of gladness that there is no room in it for impatience. I hope that when we return in the autumn we shall see you again; and I hope your summer will be full of happiness. Please give my love to all my Andover friends, and if you see Mrs. Downs please tell her that I thank her very much for the invitation to the musicale, and I was sorry I could not be present. Teacher sends her kind remembrances.

With much love and a kiss, from your little friend,

HELEN A. KELLER.

BIOGRAPHY OF LAURA BRIDGMAN.

"She was a worthy woman all hire live."

Chaucer.

"Biography is an inspiring and ennobling study."

Horace Mann.

The work upon Laura Bridgman which is in preparation by Mrs. Florence Howe Hall and Mrs. Maud Howe Elliott is progressing rapidly. It is hoped that by the end of this year this im-

portant book will be ready for publication. The scope of the work is large, and it is believed will be of great value to the institution. The writers have been at great pains to collect the many letters which, during the early years of Laura's education, were addressed to Dr. Howe by persons of eminence in Europe and the United States. Among those selected for publication are letters from Harriet Martineau, Charles Dickens, Mrs. Sigourney, George Combe, Francis Lieber and Horace Mann.

As Laura's history is intimately bound up with the early history of the institution, a part of the book will be devoted to that, as well as to the account of some of the early difficulties which beset the path of Dr. Howe, in placing the infant school on the strong, permanent basis upon which it now rests.

A very full history of Laura's early life at Hanover has been prepared. Her first lessons have been carefully described. Besides the accounts already printed from Dr. Howe's reports, certain side lights are thrown by his private correspondence, Laura's own reminiscences, and the letters of friends and acquaintances.

Much of the material used is entirely new. Extracts from the quaint and original journals which Laura kept tell us of her progress from an entirely new stand-point. Her own autobiography, fresh, breezy and full of personal charm,

will be an important feature of the work, which aims to be an exhaustive history of the methods pursued in teaching Laura Bridgman, Lucy Reed and Oliver Caswell.

The pictures of life at the school in the early days when it was held in the house of Dr. Howe's father in Pleasant street, are infinitely touching and interesting. The vigorous growth, which in so short a time carried the establishment from Pleasant street to Col. Perkins' mansion in Pearl street, is carefully traced. The school journals, kept in the handwriting of the first director, were found to contain a rich fund of anecdote, and are curiously picturesque annals of the daily life of the institution, through which we get glimpses of the life of Boston in the second quarter of this century.

The letter books of those days furnish in themselves enough materials for a volume of letters touching on a hundred points of interest. They are addressed to many of the most prominent citizens of the day, and incidentally touch on many matters of public as well as private interest. Indeed, so rich is the fund of material on which the writers can draw, that their embarrassment is one of choice. Where all is so precious it is hard to know, not what to *give*, but what to *withhold*. It is their aim not only to make their work of value as the only authentic and thorough account of the education of Laura Bridgman, — that feat

which aroused the wonder and enthusiasm of Europe and America, — but also to make it a precious contribution to the history of the Boston of that day. They undertook their grave task with the sense of a profound filial duty; they have found in it not only the gratification of putting on record the most remarkable of the many services to humanity which crowded the years of Dr. Howe's long life, but another and quite unexpected pleasure. The old folios, the faded letters, the rusty journals, instead of proving a dusty and dry record of uninteresting details, breathe forth romance, sentiment, anecdote and wit. They have lived in the Boston of 1837, and found it a pleasant place in which to forget some of the perplexities of the Boston of 1891. They have explored a fresh new country, full of color, full of pleasant odors, tuneful with music. It is this unforeseen pleasure which has given them the belief that their work will be *fruitful of enjoyment* to many others.

Instead of a dry record of facts, they believe that they will be able to present to their readers that rare and precious union of history and romance which makes the *biography* the most human and interesting of all books. They are able to guarantee scientific accuracy in the accounts of the methods of teaching the deaf, dumb and blind, invented by Dr. Howe, because they have followed with the most thorough research every word that he ever wrote upon the

subject, and have also studied the notes made upon the case by Francis Lieber, Dr. G. Stanley Hall, Professor Jastrow and other writers. The purely human side of the relations between Laura and her teacher, between Laura and her many friends, they have studied with equal care.

The life of the silent woman, who nearly three years ago left this world to go, as she firmly believed, to her "heavenly home," was a very rare and interesting one. Her life was poor in events, but how rich in its spiritual experience, how wide-reaching in its influence on other lives! She touched some of the best minds of her time, and made a deep impression upon them. Her name was a household word in England, as well as in this country. Each step in her triumphal progress, out of darkness towards the light, was watched with intensity of interest from both sides of the Atlantic.

Dr. Howe's life was so full of efforts for humanity that he never rested long enough to give a full account of this most famous of his battles for the great cause. The loss is irreparable. Two of his daughters have undertaken to do the thing he would have done so infinitely better, and have given in his own words, as far as possible, the story, which must remain one of the links in the chain of psychological knowledge.

All which is respectfully submitted by

M. ANAGNOS.

LIST OF PUPILS.

Bannon, Alice M.
Barrows, Estella E.
Boyle, Matilda J.
Brecker, Virginia R.
Brodie, Mary.
Brown, Grace L.
Carr, Emma L.
Case, Laura B.
Caulfield, Elizabeth E.
Chisholm, Elizabeth.
Clark, M. Eva.
Delesdernier, Corinne.
DeLong, Mabel.
Dover, Isabella.
Duggan, Katie J.
Ellingwood, Mary Etta.
Emory, Gertrude E.
Eylward, Josephine.
Fogarty, Margaret M.
Foss, Jennie.
French, Mattie E.
Higgins, Mary L.
Hoisington, Mary H.
Howard, Lily B.
Jackson, Fanny E.
Joslyn, Edna A.
Keller, Helen A.
Keyes, Teresa J.
Knowlton, Etta F.
Lord, Amadée.
McCarty, Margaret E.
Morgan, Clara.
Morse, Maria T.
Murgatroyd, Jane.
Murphy, Maria J.
Murtha, Mary Ann.
Neff, Calla A.
Nickles, Harriet E.
Noble, Annie K.
Norris, Hattie E.
Ousley, Emma.
Park, Mary S.
Perry, Ellen.
Ramsdell, Harriet M.
Reed, Nellie Edna.
Rich, Lottie B.
Risser, Mary A.
Rock, Ellen L.
Roeske, Julia M. B.
Snow, Alberta M.
Snow, Grace Ella.
Thomas, Edith M.
Tierney, Mary E.
Tisdale, Mattie G.
Tomlinson, Sarah E.
Walcott, Etta A.

Warrener, Louisa.
Welfoot, Florence E.
West, Rose A.
Wilbur, Carrie M.
Wilson, Eva C.
Andrews, Wallace E.
Baker, Frank G.
Beckman, J. Arthur.
Bigelow, Edward D.
Backman, J. Victor.
Bond, William H.
Brinn, Frederick C.
Brown, George W.
Burke, Thos. Henry.
Burnham, John N.
Byron, Roger.
Campbell, John R.
Campbell, Joseph G.
Clare, John J.
Clark, Frank A.
Clark, J. Everett.
Coffey, James.
Corliss, Albert F.
Davis, James S.
Dayton, Reuben G.
Devlin, Neil J.
Dutra, Joseph J.
Ellis, William C.
Farrell, John.
Forrester, Charles.
Giesler, John H.
Girard, R. George.
Gosselin, Wilfred.
Harmon, Everett M.
Heath, William E.
Hodsdon, Harry B.
Hogan, George.
Ingalls, Jesse A.
Jackson, Clarence A.
Jennings, Harry M.
Kenyon, Harry C.
Kerner, Isaac.
Lamar, Charles.
Leutz, Theodore C.
Lynch, William.
Madsen, John.
Mannix, Lawrence P.
Meagher, Wm. H.
Messer, William.
Miles, Henry R. W.
Minor, John F.
Morrison, John F.
Mozealous, Harry E.
Muldoon, Frederick J.
Newton, Wesley E.
O'Brien, Francis J. L.
O'Connell, John P.
Oliver, John H.
Pickering, Jesse E.
Putnam, Herbert A.
Ramsdell, Waldo E.
Rasmussen, Peter A.
Reilly, Patrick.
Reynolds, Henry L.
Rich, Henry F.
Riley, Frank Edward.
Robair, Charles.
Rochford, Thomas.
Sabins, Weston G.
Sherman, Frank C.

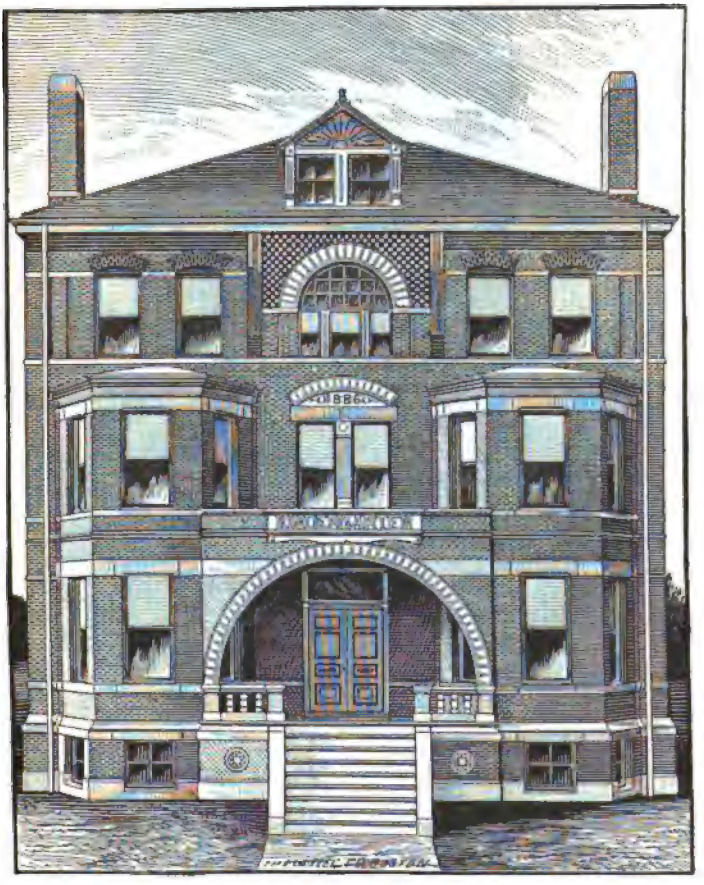
Stoddard, John L.
Strout, Herbert A.
Sullivan, Michael.
Thorpe, Azariah F.
Tracy, Merle Elliott.
Trask, Willis E.
Walsh, Joseph.
Warburton, John H.
Washington, George.
Weaver, Frank V.
Wilkins, James A.

FIFTH ANNUAL REPORT

OF

THE KINDERGARTEN FOR THE BLIND,

SEPTEMBER 30, 1891.



BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1892.

Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.

OFFICERS OF THE CORPORATION.

1891-92.

SAMUEL ELIOT, LL.D., *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

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LEVERETT SALTONSTALL.
THOMAS F. TEMPLE.
S. LOTHROP THORNDIKE.
GEORGE W. WALES.

VISITING COMMITTEE.

[At a meeting of the board of trustees, held July 2, 1887, the following vote was passed unanimously: —

Voted, That the board of trustees appoint a visiting committee on the kindergarten, consisting of twelve ladies, who shall visit the kindergarten and consult with the matron on its domestic affairs, and extend towards the children such kind notice and advice as they may deem proper.]

MRS. ELIZABETH C. AGASSIZ.
MISS ELIZABETH L. ANDREW.
MRS. WILLIAM APPLETON.
MRS. MAUD HOWE ELLIOTT.
MISS CLARA T. ENDICOTT.
MRS. JOHN L. GARDNER.
MISS OLGA GARDNER.
MRS. JOHN C. GRAY.
MRS. THOMAS MACK.
MISS LAURA NORCROSS.
MISS EDITH ROTCH.
MISS ANNIE C. WARREN.

OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

M. ANAGNOS.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

MISS ISABEL GREELEY, *Matron.*
MISS NETTIE B. VOSE, *Assistant.*
MISS FANNY L. JOHNSON, *Kindergartner.*
MRS. SARAH J. DAVIDSON, *Kindergartner.*
MISS CORNELIA C. ROESKE, *Music Teacher.*
MISS EFFIE J. THAYER, *Special Teacher to* WILLIE ELIZABETH ROBIN.
MISS MARGARET A. BULL, *Special Teacher to* TOMMY STRINGER.

ESTABLISHMENT OF THE KINDERGARTEN.

On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act was passed by the legislature, March 15, 1887: —

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

AN ACT

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:—

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

HOUSE OF REPRESENTATIVES, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker.*

IN SENATE, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President.*

MARCH 15, 1887.

Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,
Secretary of the Commonwealth.

KINDERGARTEN FOR THE BLIND.

Report of the Trustees.

TO THE MEMBERS OF THE CORPORATION:

Gentlemen and Ladies: — We have the honor to present the fifth annual report of the Kindergarten for the Blind for the year ending Sept. 30, 1891.

This infant institution constitutes the foundation of our system of education. It is the nursery in which the tender plants are watched and cared for, sheltered from rough winds and evil influences. Here the little children are developed lovingly and wisely, made to feel happy at home in a world which otherwise would have been a hard one for them; taught to exercise their minds, their hands, their voices, the best instincts of their nature, in happy social play, which is at the same time use and education, according to the wise plan and principles of Froebel, until they are of an age to be transplanted to the parent school.

The critical period with a blind child is in its earliest years. Every little human being, born into an ignorant, corrupt environment, is a hopeless problem on the hands of a heartless, cold

society; ten times hopeless is the sightless child. The social neglect which it encounters is excusable from ignorance, from utter want of ways and means and practicable methods. In the lower walks of life the temptation is, as a *pis aller*, to hustle such a child into the cheapest hospital or almshouse, and leave it to the tender mercies of the Beadle Bambles and official venal nurses, with insufficient and unwholesome food, and more cuffs than sympathy. Contrast the chances of a sightless child born in the worst conditions, with the little heaven into which its more fortunate neighbor is transported in the kindergarten. Here there is no neglect, no rough and savage helter-skelter discipline, no lack of loving kindness, no uncleanness, no interruption in the daily round of healthful and attractive work and play and study, which goes on spontaneously. It is indeed a garden, — a garden of young souls, kept innocent and pure, happy in one another, loving their teachers, loving to obey; for there obeying is but trusting. You cannot spend an hour in such a school and watch the children at their play, their modelling and weaving, their cheerful singing, their gymnastic exercises and their glad mutual service, without feeling that there is a holy atmosphere about you.

Such is infancy and childhood in its true estate; such they looked to him who said, "suffer little children to come unto me." Where will you see

happier children, in spite of their great privation, or teachers happier in the fruits of their good work? Think how it would have been with those same little ones, if there had been no Froebel and no kindergarten.

The kindergarten at Jamaica Plain continues to prosper under the same faithful, able and devoted officers and teachers who have carried on the work with marked success from the beginning. It is under the general supervision of the director of the Perkins Institution, Mr. Anagnos, who, since his return from Europe with renewed health, has shown only a deeper and more devoted interest in this beautiful and darling project of his own heart and brain. The same wise, energetic, genial, faithful matron, Miss Isabel Greeley, presides over the houschold, much beloved by all the inmates, with Miss Nettie B. Vose for her assistant. The immediate instruction has been carried on as acceptably as ever, and with the same excellent results, by those two well-equipped, experienced *kindergartners*, Miss Fanny L. Johnson and Mrs. Sarah J. Davidson. Miss Cornelia C. Roeske, a blind graduate of the Perkins Institution, still presides with admirable efficiency over the musical instruction and recreation in the kindergarten.

The number of children is rapidly increasing. We have now 36, which is as many as our single building can comfortably house; and new applications for admission are continually received.

Some of these cases are so urgent, making such piteous appeals to sympathy, that it is distressing to have to refuse them for want of room.

The health report for the past twelve months is on the whole a good one. At the beginning of the year one of the little girls was taken ill with scarlet-fever in a light form. She was removed at once to the city hospital, where she was properly treated and made speedy recovery. During the second quarter, ending April 2, there were four cases of scarlatina, fortunately of a mild form, and all the little patients soon recovered. Again during the summer quarter there were five cases of mild scarlet-fever. With these exceptions, the pupils of the kindergarten have enjoyed perfect immunity from illness of any kind.

Willie Robin and Tommy Stringer.

The kindergarten has opened its doors to two very interesting children, — Willie Elizabeth Robin and Tommy Stringer, — who are both blind and deaf-mute, and for whose education there seemed to be no place in the United States. The former comes from Texas, a child of remarkable beauty and delicacy of organization, with graceful, winsome ways, now seven years of age. The latter is a little boy of five, from Pittsburg, Penn., where he was temporarily kept in a hospital with the intention of placing him in an almshouse. When he came to the kindergarten in April he literally

knew nothing. He looked healthy, interesting, affectionate, as he fondly felt around for sympathy, making his way eagerly from one pair of friendly arms into another; but the mind seemed vacant, and his only language was in his smile, his laughter (into fits of which he would break out in the middle of the night), and in the vague and restless movements of his hands and feet. Yet both may be called intelligent, bright, lovely children. They have been placed under the constant care of special teachers, and promise to do exceedingly well. With Tommy, education, conscious development, now, with the new school term, virtually begins.

Helen Keller, no longer a little girl, though only eleven, in the expansive gratitude and joy of her own rare progress, has spontaneously assumed the rôle of providence for others. She took a profound interest in little Tommy. She advocated his coming to Boston very strenuously; and through her persistent efforts the greater part of the funds raised for his benefit was contributed. As her interpreter, at her request, Dr. Phillips Brooks made an eloquent appeal in behalf of the little fellow, whom he held up in his strong arms, at a reception which was given at the kindergarten by the ladies' visiting committee, on the 20th of April. He told how Helen, having lost a favorite dog, and having received letters of sympathy with offers of gifts of money to replace her pet from

friends in many quarters, had written to them severally, begging leave to apply the money to Tommy's education. She was thus enabled to send several hundreds of the six or seven hundred dollars which a year's course at the kindergarten would cost for Tommy. As the reception was remarkably well attended, and was in all ways very interesting, and as many of the best representatives of Boston's intelligent benevolence and generosity were in the audience, the appeal of Dr. Brooks was not lost, but the little fund grew rapidly even while the company was dispersing.

The Boston papers gave glowing accounts of the interesting exercises of the kindergarten children at that reception, and the impression made on all who had that opportunity to inspect the building and witness the work done for the little sightless ones, their progress in various finger work, in modelling with clay, in reading, singing and reciting poems, in rhythmical gymnastic evolutions, and especially their quickness and accuracy in recognizing musical notes and chords. Mingled with whatever sadness, it was on the whole a happy scene; an atmosphere of love, of mutual devotedness pervaded it. But we pass to the part taken by those little children in the

Their first participation filled the usual intermission between the two parts. Their excellent blind music teacher, Miss Roeske, sat at the piano and struck out chords in various keys. The children quickly named the key, — A major, E minor, C sharp minor, etc. One bright little curly-headed boy answered so promptly, with almost infallible correctness, that others, who looked equally prepared and sure, could seldom get the words out before he had forestalled them. Now, that is an unusual achievement which comparatively few, we may say very few, men or women of the older generations, would dare to undertake. It is a convincing proof that music teaching in the kindergarten for the blind is a thorough preparation for the study and the practice in the older school. In quaint contrast to this more sober and scholastic exercise was the comical and queer, but pretty and indeed rhythmical and tuneful, performance of the kinderorchestra which came later. With toy whistles, drums, triangles and zither, not unlike examples of kindersymphonies by "Father Haydn" and other great composers, they executed a couple of popular melodies ("Down upon the Swanee River" and "Annie Rooney") with so much expression that tears came with the laughter.

All this while another group of tiny kinder-

gartners, boys and girls, sat in a row on the front of the stage, modelling in clay in preparation for a very charming exercise. They were to illustrate "The Story of an Apple Tree. Let the *Transcript* describe it: —

The little blind deaf-mute from Texas — Willie Robin — was at work with the little kindergarten scholars; and Dr. Eliot designated her, and through her fingers she told us that she "had made an apple." She is one of the younger pupils of the kindergarten, and looks like a little fairy.

After a song on the apple tree little Wilbur began the exercise with a little poem on the apple. The next girl described the growth of a tree from an apple seed. The boy next her described the budding and growth of the leaf, and showed a clay model of an apple leaf. Then a girl exhibited an apple blossom in clay, and described the budding and blossoming of the tree. Willie Robin then told in slow and hesitating finger-speech about the apple (holding up her own clay model of the fruit). She has been here only since January, and has made remarkable progress during her school-time. Little Leon made a ladder to climb to the top of the apple tree, "where the best of the fruit may be always found." He was followed by dear little Martha, who showed a barrel to keep the apples in "until next Christmas;" and the last little girl had made a robin's nest, such as may be found in the apple tree. "And now we are all going to play we are birdies," she said in conclusion. In this exercise all the little children from the kindergarten joined, and they were soon flying about the platform like veritable little birds.

While this ingenious and delightfully dramatic little object lesson was preparing, Dr. Eliot improved the opportunity to make a strenuous and effective plea for the new building so imperatively needed at the kindergarten.

Dr. Eliot's Plea for the New Building.

I am asked to make a brief appeal for the new kindergarten building, which we are desirous of erecting at Jamaica Plain. You know there is already one building, erected by the liberal contributions of this community. Now the time has come when a second building needs to be added to the first, when the number of applications for admission to the first considerably exceeds its limits, and when, in order to meet the demands upon the kindergarten department, it is necessary to provide additional accommodations. That is the situation, expressed in the briefest possible terms.

For this new building we have received upwards of $20,000 already; we need about $35,000 more, in order to complete the building, and furnish it and fit it for the new pupils who are to come.

Need I make any appeal in behalf of those who are waiting for admission? Here are the pleaders. The sight of them is infinitely stronger and more moving than any words which I can utter. Changing a word in the inscription to Sir Christopher Wren in St. Paul's Cathedral, "*Si argumentum requiris, circumspice.*" This is the appeal which these children make, that they may still enjoy the benefits of the kindergarten, and that those who are not yet in the enjoyment of them, but who are to come, we trust, a long line of children to follow, may be provided for. Here you see what the kindergarten can do for little sightless children; here you see what George Eliot calls the sweet garden breath of early enjoyment, the breath breathed into the life of children who would be otherwise sadly bereft of any of the delights and consolations which young children deserve and require.

We ask all of you who see what has been done for the children of the kindergarten now in hand, that you will help us to do our work for the children yet to be taken in charge. Our kindergarten work is peculiar; it differs from the ordinary

work of the kindergarten, in that it is done for children who require more than the usual amount of personal consideration and personal influence; and therefore it is a work which merits special sympathy and consideration from a community like ours. Everything that brings the personal power of the teacher to bear upon the pupil is worth more than anything in the way of technical provision or ordinary educational apparatus; and we ask every one of you, whether you can give money or not, to give your sympathy and interest to this cause, which to us is a great cause, the cause of little children, and of little children bereft of the ordinary resources and advantages of children who have their eyes. Our kindergarten is far from doing all the work which it is capable of doing, if enlarged so as to take in those who are waiting for its benefits. I can not bear to use any ordinary arguments, or any ordinary rhetorical appeals; there seems to me to be something so holy in this cause of little blind children that it puts to shame anything like an attempt to speak in its behalf. You cannot undervalue its sacredness or its impressiveness, and we commit it to you, that you may bear it up, and that you may plead with those who have the means, if you have not the means yourselves, to see that this work is done, and speedily done.

Imperative Need of a New Building.

The kindergarten has been growing with astonishing rapidity. The building is filled to overflowing, and the need of the immediate erection of a new one has become imperative by the steady increase of the number of applicants for admission. The list of candidates has been nearly doubled during the past three months. Among these are several whose cases are very urgent, and who ought to be taken away from their surroundings at

once, and placed under the care and healthy influences of the kindergarten. The necessity of additional accommodations became evident, and an appeal was made to the public for a building fund of $55,000. Of this amount $32,000 have been contributed, and a contract for preparing the foundations and improvements of the grounds was effected at a cost of $7,400.

The trustees accepted the excellent plans made by a young architect, Mr. Charles B. Perkins, and presented to the kindergarten.

We appeal again to the public in general and to the friends of the little blind children in particular, for further contributions to complete the sum requisite for the new building.

All of which is respectfully submitted by

JOHN S. DWIGHT,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

KINDERGARTEN FOR THE BLIND.

FIFTH ANNUAL REPORT OF THE DIRECTOR.

"The morn is up again, the dewy morn,
With breath all incense, and with cheek all bloom,
Laughing the clouds away with playful scorn,
And living as if earth contained no tomb,
And glowing into day."

Byron.

TO THE BOARD OF TRUSTEES.

Gentlemen: — I have the honor to submit to you the report of the director on the workings of the kindergarten and the administration of its affairs.

It is with a feeling of unalloyed pleasure that I proceed to narrate passing events and give a brief account of what has occurred during the past twelve months. On no former occasion have circumstances so auspicious attended the performance of this duty.

The building has been filled to the utmost capacity with little boys and girls, for whom the early training received here is one of the greatest blessings of their existence.

The members of the household have generally enjoyed good health. Scarlet-fever in a mild form

has made its appearance at three different times; but there have been no cases of severe illness, and no deaths.

The appointed work of the infant school has been prosecuted with regularity and with an earnestness which amounted to enthusiasm.

A Hive of Active and Happy Children.

"They are brimming with innocent laughter,
They are blushing like blossoms of spring;
Will the fruit of their distant hereafter
Be as sweet as the blooming?"

May.

It is scarcely possible to find anywhere a cluster of happier, more joyous or better-nurtured children than those who are gathered in the kindergarten for the blind, and trained according to the methods of Froebel.

To the recipients of its benefits this infant institution is a fountain of gladness and cheerfulness and a store-house of wholesome influences and regenerating forces. It may be properly likened to a sort of heaven upon earth. Its surroundings are full of sweetness and light and saving grace, while its arrangements for home comforts, for work and recreation, are well-nigh perfect.

The building is fitted up with the most approved sanitary appliances and requisites, and the design of the structure is such as to secure the greatest amount of sun and the best possible ventilation. Around it there is plenty of room, and a sufficient

supply of plants, flowers, fresh air and trees; while within its walls there are ample facilities for keeping the pupils in a clean and healthy condition and for developing their faculties, training their powers, purifying their hearts and moulding their characters. In the school-rooms and dining-hall, in the playground and the gymnasium, in the bed chambers and the bath-rooms, in the nursery and the kitchen, in every nook and corner of the institution, there are unmistakable evidences of the forethought and intelligence, the ability and diligence, the kindheartedness and devotion of those who are in charge of the work.

Under the genial shelter of the kindergarten and the tender care and parental solicitude of its teachers and other officers, the little human plants grow, thrive, are merrily occupied with their daily tasks, and abound in energy and sportiveness. Altogether it is a touching sight to see them in their cosy abode, active, contented, joyous, and quite oblivious of the wretched condition from which not a few of their number have been raised. They have no badge or uniform, but are simply and neatly clad in dresses such as the children of respectable working people wear. On every pleasant day they are required to spend several hours out of doors, and it is a most interesting scene to stand by and watch —

> "All the little boys and girls,
> With rosy cheeks and flaxen curls,"

go tripping and skipping and filling the air with shouting and laughter. They romp and tumble, chase each other, play games, frolic gayly, pick dandelions and other wild flowers, ride their tiny bicycles, and have a good time in general. One of the children is of the dark hue, —

> "Black as the blackest of her race,
> Ill-featured, too; and yet
> Martha's kind voice, her smiling face,
> I never can forget."

Verily the power and influence of the kindergarten in the upbuilding of little sightless children, physically, intellectually and morally, and in preparing them for the pursuit of higher studies and more difficult manual occupations, cannot possibly be exaggerated. Its radiating light illumines their pathway and leads them onward and upward. I doubt whether there is anywhere a place like it, — so full of life and activity, so rich in love and kindness, and so amply blessed with an atmosphere of sunshine and good health throughout.

In view of these facts, who can overlook its claims, or withhold his material aid or personal service from an enterprise, so grand in its scope, so beneficent in its ministrations, so catholic in its purposes and so promising in its work?

> "Kindergarten! at this holy name
> Within my bosom there's a gush
> Of feeling which no time can tame!"

First-fruits of the Kindergarten.

"A heavenly paradise is that place
Wherein all pleasant fruits do grow."

Alison.

The kindergarten is firmly rooted in the confidence of the community, and has its cordial and unqualified approval. Under the fostering care of the friends of the infant institution, and with the substantial aid of the public at large, it is growing steadily both in size and influence. The speedy extension of its usefulness is simply astonishing, transcending as it does the most sanguine hopes and glowing anticipations of the projectors and promoters of the enterprise.

Since this fold of humanity was first made ready for occupancy, in May, 1887, sixty-five sightless lambs have been gathered within it and have enjoyed the blessings that cluster about it. Of these, thirty-six still continue under its charge.

It is too early yet to look for the full fruition of the ministrations of the infant institution, and to estimate accurately the effects of its work upon the education of the blind. Nevertheless, enough has been already accomplished to justify us in the expectation that a rich and abundant harvest will be reaped in due time.

How valuable are the advantages afforded by the kindergarten to the little blind children of New England, and how great and lasting are the

benefits which they derive from the course of training therein pursued, is conclusively shown by the results thus far attained. These are carefully weighed and clearly set forth in a brief statement, prepared at my request by Miss Della Bennett, with the assistance of her associates and coworkers. No one can speak on this subject with more authority than Miss Bennett. She has been connected with the girls' department of the parent institution in South Boston for sixteen years, and has had a long and varied experience with beginners of all classes, and of different degrees of intelligence and mental development. Here is her testimony.

In the first pupil who came to us from the kindergarten we recognized the value of this auxiliary in educational work. The little girl was unpromising in many ways, but a single hour in the reading class disclosed the fact that she had learned the secret of independent study.

Pupils who enter at the age of ten years, without kindergarten or primary training, are confronted at once with several unfamiliar operations. Take, for example, the reading lesson. This calls for some development of the sense of touch, for accurate perception of sound, for the understanding of simple words, and for mental application. This is a fourfold demand. If we add to it — as we must — the inevitable strangeness of the school *regime*, what wonder that the little would-be student becomes quite overpowered? It is our experience that such a beginning is likely to be followed by months of stumbling before the pupil finds any real pleasure in reading. Children of the same age come to us from the kindergarten with the sense of touch ready for service, the ear trained to recognize

the sounds of letters, a familiarity with the correct use of simple language, and a certain power of attention. Thus prepared to meet the demands of the hour, a happy and successful lesson follows.

A little girl entered at the beginning of the last school term, after three years of kindergarten training, and began at once to take books from the library. In the course of nine months, during her recreation time, she had read the second, third, fourth and fifth readers, "Sara Crewe," and the first six volumes of the "Youth's Library," amounting to 645 full-sized pages. Not every one of our children from the kindergarten is such a lover of reading; but all find real companionship in books. We can attribute a characteristic so universal to no other cause than a suitable preparation for the great art of reading.

The kindergarten children are also ready to use the pencil when they come to us, most of them having already made a beginning in writing. This makes it possible the sooner to use writing as an aid in school work. We find them able to act more quickly, the mind having acquired control of the body. If the pupil is directed to move the pencil downward, the action follows immediately; if, in the gymnasium, she is asked to lift her arms, they are in position as soon as the command is given. The mind receives the idea, and without loss of time converts it into action. This coördination of mental and physical powers is of inestimable value in everything that the child undertakes.

As the abnormal movements so often seen are only normal activities struggling for freedom, the natural child-life made possible at the kindergarten removes these idiosyncrasies, and the number of swaying bodies and rolling heads is diminished.

A ready and graceful expression of thought, in marked contrast to the halting and uncouth utterances of many of our pupils, is another acquisition which the little ones derive from kindergarten associations.

All of these helps combine to advance our standard of scholarship, and this advancement is even now perceptible, although it is only three years since the first pupil was received from the kindergarten.

This statement contains invaluable evidence of the importance of the infant school. There is both history and prophecy in it. While it gives a concise account of what has been accomplished during the past four years, it indicates at the same time what we may reasonably expect in the future. The tree is known by its fruit. Judging the kindergarten by the results of its work, we can predict with safety that it is destined to inaugurate a new order of things, and to lay the foundations of a system of education, the true object of which will be to develop all those faculties that serve to raise the standard of the individual and social life of the blind, and to bring them into symmetrical and harmonious relations with each other.

"I should have known what fruit would spring from such a tree."

The Urgent Need of Additional Room.

"I'll rather dwell in my necessity."

Shakespeare.

The educational advantages afforded by the kindergarten are sought with great eagerness, and the growth of the infant school both in numbers and usefulness is amazingly rapid. The seedling of five years ago is now a thriving and stately tree, extending its branches in every direction,

spreading the influence of its freshness and vitality all over the country, and bearing abundant fruit.

There is a steady stream of applications for admission to this garden for human plants. They come to us from all parts of the United States, — from the east and the west, from the north and the south, from cities and towns hundreds of miles distant from Boston and Massachusetts. Unfortunately, however, the extreme limit of our accommodations has already been reached, and, as a consequence of this state of things, instead of being able to receive all suitable applicants with open arms and glad hearts, we are forced to turn them away in spite of ourselves for lack of room.

The present building is filled to overflowing with bright, intelligent and happy little children. Every inch of available space has been utilized. The playrooms have been changed into dormitories, and as a last resort we have been obliged to procure cribs for two of the tiniest scholars, with the intention of placing them in some vacant corner, in order to give their beds to candidates whose immediate reception was rendered imperative by the nature of their domestic circumstances. But, with all this overcrowding, — which for obvious reasons is not merely undesirable but positively detrimental to the comfort and general health of the household, — the pressure for admission is greater than ever.

The number of little boys and girls who are sadly in need of the advantages of the infant school, and whose guardians are eagerly praying for their admission, is rapidly increasing. New applicants are constantly added to our list, while those who have already been accepted as fit for kindergarten training, and who are anxiously waiting for vacancies, are numerous enough to form a good-sized family.

Some of the expectant candidates are most unfavorably situated, and ought to be instantly taken away from their environment. They live in narrow and unhealthy quarters, and are pining for want of pure air and cleanliness and wholesome diet and proper care. They are exposed to pernicious influences, and run the risk of being stunted and dwarfed in their physical and intellectual development, and of having the seeds of noxious weeds planted in their hearts. Under these circumstances the tenderest years of childhood, which often determine what the future career shall be, are worse than wasted, — they are given to the devil and his ministers. These children stretch out their feeble hands in search of help from the depths of their misery and wretchedness, and I seem to hear them saying, in mournful tones, —

"Look into our childish faces;
See ye not our willing hearts?
Only love us, only lead us;
Only let us know you need us,
And we all will do our parts!"

Who can resist the touching appeals of these forlorn little ones? Who can turn a deaf ear to their silent but pathetic entreaties? Who can deny that they have the strongest possible claim on our kindness and sympathy, and that it is our solemn duty to respond readily to their supplications, and to give them the blessings of a genial home and the inestimable advantages of early training? It would be inhuman to do less than this. Nay, it would take a heart of stone to tell them, when they knock at our door for deliverance from woe and for protection from evil, that we have no room, and that they must wait until we find a place for them. Yet what else can we say? We have no alternative in the matter.

In view of these facts, the enlargement of the kindergarten is not merely a *desideratum*, but an absolute necessity. Without it the ultimate success of our enterprise and the prompt bestowal of its benefits on all sightless children who are in need of them, would be impossible. Hence it was decided by the trustees to undertake the erection of a commodious building, similar to that now in use, as soon as the requisite funds were raised.

Immediately after this conclusion was reached an earnest appeal was made to the public for $55,000. This is the lowest estimate of the amount needed for the construction and furnishing of the new building.

The Sum of $23,000 is still Lacking.

"Our toils, my friends, are crowned with sure success:
The greater part performed, achieve the less."

Shakespeare.

No sooner was it announced that the kindergarten was in absolute need of additional accommodations in order to be able to keep its doors open to all the victims of affliction, than its friends and benefactors rallied to its assistance and called public attention to its wants.

The plea in behalf of the little sightless children was received in that kind and tender spirit which is characteristic of Boston, and a warm interest in their welfare was manifested everywhere. Voluntary contributions began to come in, and they were often accompanied by expressions of cordial sympathy and words of cheer and encouragement.

It became evident, from these and other manifestations of a similar nature, that the pressing need of the kindergarten for more room was fully realized by the community, and that the time was quite ripe for taking systematic action to raise the means necessary for the erection of a new building. Measures were at once taken toward this end, and an earnest movement was speedily inaugurated, in which trustees, members of the corporation and many influential people participated. Dr. Eliot became thoroughly convinced of the urgency of the matter, and took it up with his wonted zeal. He not only made two stirring and most eloquent

appeals in behalf of the building fund, — one at the annual reception held by the ladies' visiting committee and the other at the commencement exercises, — but also contributed generously of his substance, and thus set to others the example of giving. Those who espoused the cause put forth their utmost energies in its furtherance, and nothing was left undone which could be of service to it.

These efforts met with a good measure of success. Of the total amount of $55,000, which is required at the lowest calculation for the erection and equipment of the new building, the sum of nearly $32,000 has thus far been obtained. Hence a balance of $23,000 remains to be raised. After due deliberation, the board of managers did not think it prudent to proceed with making contracts for building operations before the whole of the requisite amount had been subscribed. They did not wish to incur the risk of encroaching upon the endowment fund, which is far from being sufficient to yield an adequate annual income for the support of the infant school in its present condition.

While we have good reason to be encouraged over the success that has been attained, we must not be contented with the accomplishment of the greater part, and stand idle. There is more to be done, and we must not slacken our efforts until the rest of the money has been obtained. We have a noble cause, worth working for. Courageously

and resolutely we must labor for its ultimate triumph. There must be no backward step and no hesitancy in our movement. Our watch-word should be, forward! Until the building fund is raised we must not stop striving for a moment, —

"Nor ever fold our wings
And cease from wanderings,
Nor steep our brows in slumber's holy balm."

Tireless activity, dauntless courage, inflexible perseverance, indomitable energy, cogent argument and firm faith in the goodness and potency of our cause will finally win the victory, and secure for a large number of helpless little sightless children the inestimable boon of early training under the best auspices and most favorable influences. No toil, however severe, will ever dishearten the true believer, who holds the "shield of faith." Truthful as well as beautiful are the words of Herbert Newbury: —

"One sweetest word of holy meaning
Cometh to me o'er and o'er,
And the echoes of its music
Linger ever — evermore.
Trust — no other word we utter
Can so sweet and precious be,
Tuning all life's jarring discords
Into heavenly harmony."

The demand for more room is pressing; the need of a new building is urgent. A whole year has already been lost to the lives of a large number of little boys and girls, who have been praying

for protection and intellectual light. It would be cruel to keep them out of school indefinitely, and to allow more of their precious springtime to be ruthlessly wasted. This fact renders it imperative for me to lay aside my personal feelings and preferences, and to plead the cause of these children with all the strength of my soul and all the earnestness that I can command. As long as they utter a cry for help or a prayer for shelter, I cannot remain silent; I must raise my voice in their behalf. I am forced by a sense of duty to appeal again to all benevolent persons of our community, and beg them to contribute liberally not only for the erection of this additional monument to the cause of afflicted humanity, but also for the support and education of its future occupants. My plea is not confined to one class of people; it is addressed to all of you, good citizens of Boston; to you, generous men and women of New England; to you, tender-hearted friends of the little blind children everywhere.

What shall your answer be?

Miss Bradlee's Munificence.

"Time as long again
Would be filled up with our thanks;
And yet we should for perpetuity
Go hence in debt."

Shakespeare.

Many are the warm friends and generous helpers who have subscribed liberally to the building

fund; but foremost among them is Miss Helen C. Bradlee, who, without any solicitation on our part, sent her cheque for $10,000. This amount brings the total of Miss Bradlee's contributions up to $50,000.

Of the receipt of this munificent gift a due acknowledgment was promptly made, from which we copy the following extract: —

South Boston, Feb. 7, 1891.

My Dear Miss Bradlee: — How shall I thank you for the new and munificent gift of ten thousand dollars, which you were so very kind as to send to Miss Endicott for the kindergarten for the blind? What shall I do to show my grateful heart for this fresh proof of the continuance of your profound interest in the cause of the little sightless children? I am so overwhelmed with the magnitude of your generosity towards our infant institution, that I find my vocabulary utterly inadequate to give proper expression to my feelings and to my sense of great and lasting obligation to you. The following lines, which I borrow from one of Hannah Moore's poems, seem to fit my case admirably, and to interpret my sentiments in an excellent manner: —

> "Accept my thoughts for thanks; I have no words:
> My soul, o'erfraught with gratitude, rejects
> The aid of language."

This munificent additional gift, born as it was of your boundless benevolence, enhances the splendor of the magnificent and enduring monument which through your princely liberality was built to the name of your honored and revered family, two years ago. No length of time will efface the debt of gratitude which the blind of New England and their helpers owe to you

for the grand benefits which they derive from your gift. They will always look up to you as one of their most generous and consistent friends, and "shall ever cry to heaven and pull blessings on you."

Miss Bradlee's donation came in the very nick of time to give a solid foundation to the fund for the proposed new building, and to send a ray of sunshine all along the line of our work. To her we owe untold gratitude.

I should violate every feeling of fervent and sincere appreciation, did I fail to speak in this report of Miss Bradlee's royal munificence. Hers is not an ordinary deed of generosity; it is truly princely. Its effects will shine forever upon the lives of the little sightless children —

"Like the bright sun that light and love imparts."

Miss Bradlee's gifts constitute a marvellous chapter in the annals of the kindergarten. Around her she has caused several splendid monuments to be built. For these her late brother, J. Putnam Bradlee, hewed out the stones, and she sent up their walls to the music of her heaven-inspired benevolence. All her gifts have been wise, as well as munificent; but the noblest and most beneficent of them all is that which she has bestowed on afflicted children.

Miss Bradlee has taken a very prominent position among the benefactors of our school. Her memory and that of her honored family will always

hold a high place in the affection of the blind, and will literally remain green as long as the trees put forth their annual foliage. Her case will furnish another illustration of the truth, that —

"Good deeds cannot die:
They with the sun and moon revive their light,
Forever blessing those that look on them."

In the history of the kindergarten the munificence of Miss Bradlee will be inscribed in letters of living light. Her name will stand for all time as the exemplar of large sympathies, unostentatious beneficence and prudent liberality.

"Sweet promptings unto kindest deeds
Are in her very look;
We read her face, as one who reads
A true and holy book."

Willie Elizabeth Robin.

"Shine on, 'lone star!' the day draws near
When none shall shine more fair than thou."

Willie Elizabeth Robin was born in Throckmorton, Texas, July 12, 1884. Her father was a native of Sweden, and her mother of middle Tennessee. Their robust health seems to have been inherited by little Willie, who was a bright and active infant, in full possession of her senses. She had begun to talk, and was considered an unusually precocious child until she reached the age of eighteen months, when she was attacked by an illness called "catarrhal fever" by one physician,

and by another "neuralgia of the head." On the fourth day a redness of the left eyeball was noticed, which so increased that on the seventh day her parents became alarmed. The physician prescribed an eye-wash, which produced swelling and greater irritation. Poulticing was then tried, but without effect, and for a week the swelling was so great that examination of the eyes was impossible. It is thought that deafness occurred first, that the loss of sight was more gradual, but that since the violent inflammation which closed her eyes on the seventh day she has never seen.

Her health became fully restored and she grew in beauty and in vigor, the loss of sight and hearing interfering but slightly with her freedom of locomotion. Two little sisters came to her, one after the other, and Willie took care of them, amusing them in just the ways that a seeing child would use. When baby had finished eating, Willie would perceive it. She would then take her down from the table, lead her away, and carefully wash the little one's face and hands before attending to her own.

Willie was once taken to town, where she had a tooth extracted. Six months afterwards, the doctor who pulled it called at the house with another physician. The little girl examined the stranger first, by passing her hands over the soles of his feet, then smelling of her hands; then

touching him in various places in like manner. Finally she turned from him to the doctor whom she had met in town, and, after a similar inspection, she opened her mouth and touched with her finger the cavity left by the tooth he had extracted.

She seemed to judge the size of persons by the length of their feet; but she measured children by their height from feet to head, and chose for playmates those nearest her in size. She made known her wants by signs, and it was only necessary to give her a sign once. When she came in contact with something beyond her comprehension, she would make a great effort to talk, uttering such sounds as *bah*, *ah*, *ah!* and once, about a year after her loss of hearing, she spoke the word *ma* as plainly as she used to speak it. Such was Willie Robin when her mother brought her to the kindergarten, Dec. 20, 1890.

She became interested in the children directly, singled out little Katie as her companion, and followed her everywhere. No direct teaching was at first attempted. She was allowed to run about, to become acquainted with the members of the household, and familiar with the building and her surroundings in all their details. Meanwhile her teacher was studying her, and trying to win her affection. Her love of order was noticeable, and it was soon apparent that an appeal to her understanding was more effective than the use of force. Her bath afforded an early illustration of

this. Having no mutual language, her teacher did not try to explain her wishes before undertaking to give Willie the first bath. The child was very strong, and she resisted with all her might, so that her teacher required considerable help before she succeeded in bringing her within reasonable control. The next time Miss Thayer began by taking her charge into the bath-room, showing her the water, and allowing her to see that one of her companions was undressing. Then Willie understood what was expected, and, without the slightest hesitation, began to prepare for the bath, which she really enjoyed.

One day she became interested in a set of alphabet blocks, and in tracing the raised letters upon their sides; so her teacher sat down beside her, and made, in the manual alphabet, the same letter that the child was examining on the block; and soon Willie tried to imitate her in making the letters.

A week after her arrival Willie began to manifest a liking for her teacher, and would leave her mother or the children to go with her. Mrs. Robin remained at the kindergarten only two days longer, gradually withdrawing herself, so that Willie might not grieve when she left her. The result proved the wisdom of this course. Willie had already begun to enter into the life of the kindergarten household, and did not know when her mother went away.

On the day following, December 31, Willie's lessons began. Three words were selected, — *fan*, *hat*, and *ring*, — and, provided with the corresponding objects, Miss Thayer seated herself beside her little pupil, and began work in real earnest. She gave Willie a small fan, allowed her to examine it and use it, then made the letters *f-a-n* in the child's hand. She gave her another fan, again spelling the word, and, after showing her several, of different styles, and spelling the word each time, she took a *hat* and repeated the lesson with that object. After a little while Willie grew mischievous, and hid in her apron the hand in which her teacher had spelled these words to her. In the gymnastic class she did not in the least understand the exercises, and was somewhat troublesome; but when, in the afternoon, she received her first lesson in kindergarten occupations, she did much better. With the help of her teacher she wove a mat with splints, and then began to string alternately a cube and a ball. This she liked so much that she was unwilling to leave it when the bell rang for recess.

The lessons upon these three words were repeated day after day, and she was taught to fashion the objects with paper and with clay. January 3, her teacher gave her a lump of clay, spelled *h-a-t* in her hand, and by signs indicated her wish that Willie should make one. She repeated the spelling several times, and then left

the child to herself, and awaited the result. To her surprise and delight, her little pupil produced a hat. Yet she could not be sure that it was not by a happy accident that the child had hit upon the right object. She wished to test her. The day before, Willie had made first a hat and then a fan, and Miss Thayer had already seen that she was inclined to repeat things in the exact order in which they were first learned. To test her knowledge of the word, therefore, she again called for a hat, and again the little girl modelled a hat. Then her teacher spelled *f-a-n*, and Willie made this, also, after a little hesitation. She was asked to make it again, but, having made two hats, she seemed inclined to make two fans.

January 7, her teacher's diary records that she spelled the three words. January 9, she was given a lesson in the actual use of language. She dressed herself for a walk, except her hat, which her teacher had put out of her reach, so that she might ask for it in finger speech. This she did not seem inclined to do, and even sought to avoid it by pretending to be sick, by wanting water and other things; but her teacher persevered, and at last, finding that her pretences were of no avail, she yielded, and tried to spell *hat*. The next day she was observed spelling the word in her own hand. January 12, she was taught the words *bread* and *water*, and she was again seen spelling words in her hand. In less than two weeks from

her first lesson this little girl was beginning to talk to herself by the manual alphabet.

Meanwhile she had made the acquaintance of Edith Thomas. From the first Willie seemed strongly attracted to her, and when, on the 13th of January, Edith went to the kindergarten for a visit of a week, the two little girls were delighted to meet, and became almost inseparable. Willie would follow Edith's every step, happy in doing just as she did; and Edith, understanding that Willie's condition was like her own, began to help in teaching her as she had herself been taught. She was told the words that Willie was trying to learn, and gently and patiently she repeated the lessons over and over to Willie, and with her help in the gymnastic exercises the new pupil began to behave much better, and tried to do as the others were doing. She evidently liked to learn from Edith, and when the time came for her little teacher to return to South Boston Willie wanted to go too.

Following her teacher's diary, we find that on January 17, while she was serving another little girl at table, Willie placed her mug directly before Miss Thayer, and tried to spell *water*. This was her first *voluntary* asking in finger language. January 20, she went to the assistant matron, who was engaged in sewing, and asked, by signs, that she would tell her, in the manual alphabet, what she was doing.

Edith had taught her how to hunt for articles that her teacher asked for, and when she found them to carry them to her and spell their names. Willie liked very much to do this with a companion, and, as it was a helpful method of teaching words, Miss Thayer often used it afterwards. At the end of a month Willie had learned twelve words, which she could spell quickly and correctly, and, if her teacher sent her for either of the articles, she would find and bring it to her, refusing to deliver it to any one else.

From this time she began to acquire language rapidly, and three weeks later she had a vocabulary of eighty words, and understood such expressions as *a glass of milk* or *water*, *oatmeal with milk and sugar*. Yet, even after it was perfectly clear that she understood words and could spell them correctly, she was often reluctant to use them, and manifested the perversity so frequently seen in little children when beginning to use articulate speech.

March 1, Willie began with the first kindergarten gift, and *hard* and *soft*, *right* and *left*, *back* and *front*, *up* and *down*.

March 5, she was taught a complete sentence. Her teacher hid a ball, and asked her to find it. When she had done so, Miss Thayer said to her, *Willie has found a ball.* The lesson was repeated with a pair of rubbers, the teacher saying, *Willie find two rubbers! What has Willie found? Willie has found two rubbers.* After a few such exercises, when her teacher asked, *what has Willie found?* the child readily replied, *Willie has found* ——, naming the article.

MARCH 8, we find her working with the second gift, learning the smooth, round face of the ball, the faces of the cube and its straight edges, and lastly the curved and flat faces of the cylinder. In connection with this she was taught the numbers *one*, *two*, *three*, *four*, applying them to various objects; and she began to use the circular tablets, pinning them upon the cushion from the directions of her teacher.

MARCH 22, she is reviewing the first, second and third gifts, analyzing each gift more thoroughly than at first.

MARCH 31, she has a vocabulary of somewhat more than one hundred and twenty-five words, and if she wants a drink, she asks, in finger speech, for *a mug* (or a glass) *of cold water*, instead of folding her arms and beating them savagely against her chest, as was her custom three months ago.

The ladies' visiting committee held a reception at the kindergarten April 20, and Helen Keller, Edith Thomas, Willie and little Tommy had a share in entertaining the guests. Although it was a new experience for Willie, she did her part well, using her little stock of language in conversing with those who were interested in her. She was now beginning to make sentences and to use some forms of politeness. May 3, she is asking, *what is that? Please give Willie bread and butter.* May 10, having been taught to say, *please may Willie go to Boston?* she, of her own accord, asks, *please may Willie have a handkerchief?*

As the spring advanced, her teacher frequently took her out of doors to give her lessons from natural objects. One day she led her to the orchard for a lesson upon trees. Willie had

already learned about the trunk of her own body, and she felt first of that, then of the trunk of the tree, comparing them. Next she examined the branches, and showed that her arms were also branches; and when she discovered some tiny leaf buds she pointed to her own eyes and back to them, indicating that the buds were the eyes of the trees.

At the commencement exercises at Tremont Temple Willie appeared for the first time in public, and behaved with perfect propriety through the long afternoon. She took part with the kindergarten children in their lesson upon the apple-tree, made an apple in clay, and gave, through the lips of her teacher, the following recitation: —

Willie has made an apple. The apple is the fruit of the apple-tree. The apple hangs on the tree by the stem. An apple is round like a ball. Apples are good to eat.

Early in June her teacher began to make her acquainted with domestic animals, hoping to overcome the fear of them which Willie had often shown; and in this she was successful. The horse, the cow, the dog and the chickens soon became familiar objects, and her timidity was transformed into something very near affection. She seemed to detect the presence of a dog at some distance, for one day, while sitting in a parlor, she raised her hand and spelled *d-o-g*. No one had suggested the idea to her, nor had the animal

touched her; but upon the piazza outside lay Sharp (a dog that she had never known) with one paw just within the door.

Her active mind was at work all through the summer holidays, which she spent with her teacher in the country, and she made excellent progress in language during the time. The following are some of Willie's own questions and remarks, — not called forth by her teacher, but coming voluntarily from the little fingers, — and therefore they fairly represent her present attainment in English: —

Does baby Victor sleep ?
Where does baby Victor sleep ?
Where is Tom ?
Has Mrs. Wait gone home ?
Have my papa and mamma a horse ?
My papa and mamma gave me my beads.
We are going to Genevra's to tea.
I am going to Westfield to see Julia Noble.
Does Tom keep his mouth closed when he eats ?
You are packing my trunk.
I am sorry I was a bad girl.

She has been only nine months under instruction, and now (September 30) she has a vocabulary of more than four hundred words, and readily understands nearly every question or remark addressed to her. She has just received her first lesson in reading embossed print, and was so much interested in it that she was unwilling to leave it when the lesson was ended.

On the 15th of March Drs. W. H. Burnham and Henry H. Donaldson, of Clark University, visited Willie and made certain tests, with the following results: —

Height, 47 inches = 119.5 centimeters, — 1 centimeter for shoes, 118.5 centimeters.

Length of head (maximum), 170 millimeters.

Width of head (maximum), 141.5 millimeters.

Right eye apparently smaller than the left.

Sight. Tested with gelatine plates of spectrum colors illuminated by a candle, — no reaction.

Hearing. Jar was noticed when one stamped upon the floor. The teacher calls her by stamping. Tuning-fork on head, — some apparent reaction. Tested with telegraph snappers and whistle, — no reaction except when there was wind, or when her hair was touched.

Apparently not dizzy although she whirled about many times.

Smell. Tested with clove, — there was a reaction; lavender also produced reaction; camphor, a little reaction.

Taste. Apparently normal, as shown by her eating candy. Tested by her teacher with solutions, sweet, salt, sour and bitter, indicated that her sense of taste was normal.

Dermal Sense. Test by identification was very good. We could not test by compass points, — it was too difficult for her to respond. Temperature sense apparently normal. Points on the right hand were identified better than on the left, apparently.

Weight, 44½ pounds, without clothing.

Willie manifests so strong an inclination to *talk* that her teacher has already taught her to articulate a number of words, such as *mamma, man, mill, moo, arm, Tom.* Her voice is so natural that it is difficult to believe that she cannot hear. In some way she caught the idea that we talk into people's ears; so one day she put her mouth close to the ear of her teacher, and said *mamma!* She was delighted when she found that Miss Thayer heard what she said, and put her own ear close to her teacher's mouth, that she might speak into it. She asked if Tom could hear. Her teacher told her that neither she nor Tom could hear, — that when she was a little baby she was very sick, and that made her deaf and blind. Many questions followed. She asked about Edith and Helen, Dora, Katie, and several other children who had been her companions, and was told that Helen, Edith and Tom were blind and deaf like herself, and that Dora and Katie were blind, but they could hear. She was interested in what she was told, and probably understood it. Doubtless it is well that she has learned the fact so early, and will have ample time to become familiar with it before she is able to realize its significance.

When Willie entered the kindergarten she manifested no signs of affection for any one. She showed decided preferences, and had her favorites among the children, but kisses or caresses she neither gave nor received. Indeed, she repelled

them in a wild, rude way. But the influences which are aiding her mental development are also reaching her affectional nature. Only a month after her arrival we find in her teacher's journal, under date of January 22, the following: —

I really think Willie is growing more affectionate, too. Before going to bed tonight she threw her little arms about my neck and pressed her lips close to my cheek. She does not know how to kiss, as yet. This is all new to her.

Her growth in this direction keeps pace with her general advancement, and a few months later we find her trying to make little Tommy happy.

August 16. Tom just came in from a walk, rather cross. Willie saw he was not happy, so, of her own accord, she tried to comfort him. She gave him some of her playthings, which pleased him, and he held out his little hand for more. He soon laughed and was quite happy again.

She is fearless in her movements, and walks alone a great deal, seeming even to prefer to do so, on account of the freedom which it gives her. One day she started with her teacher to walk to the post-office to mail some letters, when it occurred to Miss Thayer to try her pupil, and see if she would do the errand alone; and, putting the letters and papers into the little girl's hand, she asked her to take them to the post-office and put them in the box. They were then about a quarter of a mile from the office. She showed her the grass on either side of the path, and Willie guided

herself by that, reached the post-office and was putting the letters inside the box, but there she hesitated, — she did not quite like to let them go out of her reach. Her teacher (who had followed at such a distance that Willie could not be aware of her presence, yet near enough to shield her in case of danger) now came forward, and by a kiss assured the little girl that she was right.

She is neat and orderly in her habits, and works industriously upon anything in which she is interested, leaving it reluctantly when the bell rings for recess. From the first she showed much skill in handiwork, and she has made good progress since.

She possesses great physical strength, and a will that is equally strong. At first, having no language with which to express her feelings, if she were urged to do something against her will, she resorted to primitive means of expression, and would strike and kick and even bite. On a few occasions, when in a passion, it has been very difficult to control her; but she had learned something of discipline in her own home. Her mother had wisely perceived the importance of making this unfortunate child amenable to authority, and little Willie had gained such a wholesome fear of punishment that her fits of naughtiness have been comparatively few and of short duration. This fear of punishment prepared the way for her instruction. Soon her affectionate nature was

stirred by the kindness and devoted attention of her teacher, and with increased knowledge she grows more gentle and lovable. She is a strong, healthy, intelligent and happy child, giving abundant evidence of ability in various directions, which will not be fettered even by the triple privation of sight, hearing and speech.

The mistaken idea has recently been spread abroad, that Willie is to be kept in ignorance of God and all that pertains to religion, in order to test the point whether the human soul has an innate consciousness of a supreme being, and will, of itself, develop a conception of God and of its relations to him. Even if such were the intention, it would not be possible to carry out such an experiment; nor is it attempted. The child already has a sufficient knowledge of language to supply the means of intercourse with those around her; she is encouraged to use it to the utmost, and to extend the circle of her acquaintance. But the mind of a child so peculiarly shut in, from infancy, can for a long time afford but the slightest and most incongruous material out of which to form ideas upon subjects which engage the best intellects. The object is, therefore, first to develop her mind, to teach her to think for herself, and to study the causes of things, but to refrain from inculcating any creed or form of doctrinal belief, until her intellectual training is sufficiently advanced to afford her some basis for personal

conviction; in short, to allow her the time, opportunity and material with which to form her own belief, instead of thrusting upon her the ready-made doctrines of any sect or individual.

Tommy Stringer.

"His prison is barren and bare,
No sunshine glistens there, no song of bird
Feasts as with us the wearied mind."

The condition of the fourth member of this group of blind and deaf children was the most pitiable of all, for, in addition to the loss of three senses, little Tommy was motherless, and only the open door of the kindergarten saved him from the almshouse.

Thomas Stringer was born in Greene county, Pennsylvania, July 3, 1886. Tommy is of Scotch descent on the father's side, and his mother was, by birth at least, American. Her health had been failing for more than a year — perhaps for several years — before the birth of this child, and she died of scrofula at the early age of twenty-nine. Two brothers and a sister also died of the same disease. Deafness seems not to have appeared in her family, but four cases of blindness among cousins are recorded.

Tommy's senses appear to have been perfect in infancy. At two years of age he had an attack of inflammation of the bowels, which resulted in

chronic diarrhœa. A medicine was administered, which suddenly checked this disease and produced vomiting, perspiration and the appearance of red and purple spots upon his body. On the 14th of October, 1889, he was taken ill with cerebro-spinal meningitis. Three days afterwards he had become deaf and blind, but he continued to talk freely and plainly during his illness.

His admittance to the Allegheny Hospital in Pittsburgh was secured to see if hearing or sight could be in any degree restored; but upon examination his case was pronounced quite hopeless, and, bereft and forsaken, he was about to be thrust into an almshouse, when the kindly feelings of some of the managers prevailed, and he was allowed to remain in the hospital while application was made for his admission to this institution. His situation was so forlorn and his need so urgent that the trustees granted the application, and a sympathetic public are generously contributing to pay the increased cost, which the education of such a child demands.

On the 8th of April Tommy was brought to the kindergarten by the nurse who had taken care of him at the hospital. He was then four years and nine months old, in good health, and physically well developed. Mentally, however, his sickness, its results and his subsequent environment had retarded his growth, and left him a pretty child, with baby face and manners. At every friendly

touch he would turn with arms outstretched to encircle the neck of any stranger. He showed no preferences among persons, and would go to one as readily as to another. He walked but little, and, if left to himself, would drop upon the floor and begin to creep. He manifested a happy disposition, his face was generally lighted by a gentle, placid smile, and in his whole appearance he was a remarkably sweet and winning child. He had no signs to express his wants except those of early infancy. He would cry lustily if deprived of something he wanted, and struggle vigorously to go in the direction he wished. In creeping he usually went backward, — probably because he had learned by experience that his feet suffered less than his head in encountering obstacles. His favorite plaything was a bunch of keys, and with this he would amuse himself for a long time.

His attendant in the hospital was a night nurse, and Tommy had become accustomed to sleep much during the day and to be wakeful at night. The first efforts at the kindergarten were directed toward reversing this habit, and it was not long before he slept at the usual hours of healthy childhood. A special teacher was provided for him, and the same methods have been employed as with the other children, but as yet he has not learned the name of any object. Day after day he passively allows his fingers to be put in position to spell the name of some object which is shown

to him, but he makes no attempt to form the letters for himself, and they are evidently meaningless to him. He has given up creeping, and now walks perfectly well; he examines objects with some skill, and there seems no lack of intelligence in the little fellow. As yet, however, it is only passive, and we all await with eager interest the awakening of the dormant mental powers.

Annual Reception.

"They received and gave welcome there."
Tennyson.

The ladies' visiting committee issued invitations for a reception at the kindergarten, on Monday, April 20, at 3 P.M., and early and recent friends of this department of the institution gladly improved the opportunity to witness the growth of a work which has excited so deep an interest in the community. The house was thrown open for inspection, and the little children were seated at low, horse-shoe tables in the school-rooms, engaged in kindergarten occupations. Many of the visitors became so deeply interested in watching them at their work that the sound of the bell which called the children to the hall was a disappointment to them.

While some were thus engaged in the school-rooms, others were attracted by the four deaf and blind children who were entertaining eager groups

in the parlors. In the first of these rooms was Helen Keller, conversing with Dr. Oliver Wendell Holmes, Dr. George E. Ellis, Mr. John S. Dwight and others, while an interested group of bystanders were eagerly listening to her articulate speech learned during the past year. Beside her was little Tommy Stringer, the latest arrival, in whom Helen is much interested. Knowing that his privations are like her own, she is anxious that generous people shall contribute the sum needful for his education. Helen is at her best in society, and her animated conversation charmed all those around her.

In the second parlor Dr. Phillips Brooks was engrossed in a conversation with Edith Thomas, whose rapid finger-speech required the translation of her teacher. Near her was Willie Elizabeth Robin, who came to the kindergarten only four months before, and who had already learned to talk a little in the manual alphabet. Edith had helped in teaching and taming the wild Texas child in the early days here; the two little girls became very fond of each other, and it was a pretty sight to see the sisterly devotion with which Edith regards her little friend, who is nearly six years younger than herself.

Then all assembled in the large hall at the top of the building, where the exercises were opened with two songs by the children, — "Froebel's Birthday" and "The Raindrops." This was fol-

lowed by the reading of Dr. Holmes's poem, "Spring Has Come," by Helen Keller, given mainly through the lips of her teacher, but the last two verses Helen herself gave in articulate speech. A duet, two recitations charmingly given, a clapping exercise, some finger-plays (which entertained the older people as well as the children) and two spring songs, made up the children's share in the entertainment. Dr. Brooks, speaking for Helen, told little Tommy's story, and made a simple and touching appeal for means to meet the expenses of his education; and when the children had sung the closing songs Dr. Eliot addressed the audience as follows: —

ADDRESS OF DR. SAMUEL ELIOT.

It seems almost profane to break in upon these songs and recitations of the children with anything called an address. I will make no address, however, but simply present an explanation of matters as they stand with the kindergarten, and this only because I cannot refuse the requests of the ladies' visiting committee and of the director.

The time has again come when the kindergarten is in want of money. To state this, and to ask that it may be supplied, are what I have to say. It is both easier and harder to take up this familiar strain than when we were seeking the means of laying our foundations. It is harder, because the generous response of this generous community to our former demands makes it almost painful to renew them. We have received so much, and in so spontaneous and even universal a way, that we are sensitive about asking for more. The older some of us are growing, the more we shrink from the attitude of beggars, especially when those of whom we beg are too liberal to require

us to take it. On the other hand, it is easier for us to seek additional subscriptions than it was to ask for those originally obtained. Then we had nothing to offer but a void, uncertain and even dark, sure as we believed to be filled, but as yet unfilled and all but undefined. Now the outlines are clear, the substance is sound, and we have a treasure-house into which the first fruits have already been gathered, and which we invite you to enlarge so that the later fruits may be garnered in even richer harvests.

The facts we have to meet are these. Thirty-two children are now here, and there is no room for more. Two are waiting at this moment to be admitted, but they cannot be. Seven more are recorded as desirous of admission next autumn, when one of our present number, and only one, will be ready for transfer to the school at South Boston. Even if no other little blind children present themselves by the autumn, there will be eight in all for whom we have to provide if we do our duty by them. Eight are not enough to fill a new building, but they are more than enough to justify its erection. Over and above the claims of these children are those of the children in the parent school, long crowded and overcrowded there. It is impossible to find new quarters for them where they are. But by removing some of them to Jamaica Plain a great relief will be secured at South Boston; and, if the girls of primary grade are selected, as is now proposed, for removal, they will be better off in association with the kindergarten. A new building, so planned as to embrace them, will thus prove of twofold advantage.

So, then, with a clear conscience as to the ends in view, we turn to you and to all the warm-hearted and open-handed people whom you represent, and ask once more for gifts of money, time and sympathy. We are in want of large offerings, and of small ones. We cannot build and furnish the house in contemplation without fifty or sixty thousand dollars, or an even greater sum. Then there should be provision for the

increased running expenses inevitable to a larger household. For this the ladies' visiting committee would gladly welcome a very much greater number in their auxiliary association, the annual membership fee of one dollar being devoted to the current expenses of the kindergarten.

I have spoken of the work to be done as warranting the present appeal. Let me allude at least to the work that has been done, to the faithfulness and success of our director and all associated with him in the kindergarten. They deserve whatever their trustees or visitors can say in recognition of their devotion, — their disinterested devotion to their charge. No boards of management can make a school. No endowments can make one. It is only the personal power of the immediate head or the teacher, only the strength and sweetness flowing from the character of those to whom children are entrusted as they are here, from day to day, and from hour to hour, that really constitute the school, or its value to its pupils.

And we should look higher still. When St. Teresa was on one of her many charitable missions in Spain, and seeking alms from the faithful, she exclaimed: "These ducats are nothing, and Teresa is nothing, but God, with Teresa and the ducats, is everything." The divine presence must have been in this kindergarten, or we should have no such past as we can thankfully look back on, and it must still be here if the much longer future is to be as bright as we all desire.

At the close of Dr. Eliot's address Mrs. Maud Howe Elliott announced that through the solicitation of the ladies' visiting committee, Richard Mansfield had kindly consented to give a performance of "Beau Brummell" for the benefit of the kindergarten on Wednesday afternoon, April 22. Some of the audience came forward to secure tickets; others lingered to converse with the

children; a number gathered around Helen, and placed in her hands sums of money to aid in educating little Tommy; while still others indicated their heartfelt interest in the growth of the kindergarten by their subscriptions for the new building.

Closing Remarks.

"These promises are fair, the parties sure,
And our induction full of prosperous hope."

In closing this report I take very great pleasure in stating that a brief review of what has been accomplished during the past twelve months furnishes us with abundant reasons for thanksgiving, and with inspiration for further exertions.

We enter now on a year of good promise. The kindergarten is blessed with a large number of noble benefactors, strengthened by the increase of its helpers and cherished by the community at large. The children are in good health and spirits, and the teachers and other officers as devoted to the little pupils and as enthusiastic in their work as ever.

Look where we may, the future seems full of hope and encouragement. The public interest in the enlargement and prosperity of the infant institution is steadily growing, and the results of its operations are highly appreciated and heartily commended. The friends of the little sightless children, who have taken upon themselves the task

of raising the requisite funds for the erection and equipment of a new building, not only meet everywhere with cordial sympathy, but receive a ready response to their appeals for pecuniary aid, and in all their efforts to call public attention to the wants of the school, they are most generously and disinterestedly assisted by every one of the leading newspapers of Boston and Massachusetts.

But, although the horizon is streaked with many signs of promise, and the outlook for the future seems to be unusually bright, we are yet far from reaching that point, where we can sing with the poet, —

> "Oh, wondrous moment, when success
> To ardent effort yields her bride,
> And joyous from the altar's side,
> They pass to perfect happiness."

All which is respectfully submitted by

M. ANAGNOS.

THE REPORT OF THE MATRON.

To Mr. M. Anagnos, *Director*.

Sir: — I have the honor to submit the following report of the kindergarten for the year ending Sept. 30, 1891.

The past year has been one of prosperous activity and effort. There have been no serious interruptions and no removals; the prevailing health of the household has been comparatively good, while the routine of instruction, under the same general conduct as heretofore, has been diligently and earnestly prosecuted.

Each year the work finds broader scope in response to its rapidly growing needs and the pressure of new and exceptional claims too important to be disregarded or ignored. It is a matter of keen regret that we are still unable to receive all those for whom application has been made.

We make joyful record of the good gifts bestowed upon us, but it is impossible to express in words what these gifts accomplish as the days multiply their value in ever-widening results far-reaching as life itself.

It is the common incidents of our every-day life that best illustrate the progress of our work, and bear most interesting testimony to its efficiency. This fact was remarked by more than one of the large audience in Tremont Temple, who listened to the children as they sang the beautiful words of Bryant's poem, "The Planting of the Apple Tree;" then, modelling in clay the

fruit and leaf, the ladder and barrel, and the various accessories of harvesting, they told in familiar speech *how* the apple grew, — the whole exercise illustrating simple facts dearly familiar to them because their own hands had planted the apple seed months before, in the school-room, and they had watched it sprout and grow and put forth its first green leaves.

The value of little things cannot be too early impressed upon the mind of the child, and nothing is so helpful in training the powers of observation and in forming habits of accurate thinking, as the daily object lesson given in the kindergarten, fostering, as it does, honesty and truthfulness in thought and expression above any mere regimen of conduct or books.

Aside from the regular kindergarten occupations, the hour of reading aloud is always a happy one with these children. They are most attentive listeners, and call for their favorite stories over and over. "Heidi," "Little Lord Fauntleroy," "The Back of the North Wind," "Sparrow, the Tramp," are among their favorite stories, while "Five little Peppers and how they grew" is read four or five times each year, and with ever-new delight.

It has been said that the three years preceding the school age are, for certain educational purposes, the most valuable in a child's life. How important, then, that these years be utilized, and not left barren of any well-ordered intercourse or healthy development!

The value of the kindergarten was never more strikingly illustrated than in the case of one pupil who entered the school at the beginning of the year. He was a boy of foreign parentage, eight years old, and totally blind from birth. He had been found in his poor home, a few

months before, shut out by his blindness from the ordinary avenues of obtaining knowledge, denied even the associations of street life, where he might at least have acquired a few sentences of English, of which he was entirely ignorant. In walking he stooped and groped every step of his way; if made to run, it was with bent knees, in terror of falling. His head drooped and his chin rested habitually on his chest, and his acquaintance with external life was as meagre as possible. His whole appearance was pitiable and unpromising. The kind friend who found him taught him to dress and care for himself, and also to speak a few words of English, before she brought him to the kindergarten. He showed his affectionate nature at the start, by his attachment to this gentle friend; and his bitter grief at parting from her was pathetic, though soon forgotten in the delight of occupations that followed. It was like a flood of light illuminating a long, black night. All his life deprived of work and play, he welcomed both and enjoyed them equally. There was a conscious sense of privilege and opportunity apparent in his eager impatience to be employed. He was always ready, waiting at the school-room door, for the summons to his class; and his work soon began to show the thought and interest he put into it. He made rapid improvement, showing intelligence at every step, gaining especially in language, for he was an attentive listener to stories and conversation, repeating the words and phrases he heard used, over and over, never discouraged at his mistakes or ignorance, either of pronunciation or definition. At the same time he was receiving much individual attention in physical exercise. To stand upright, to walk erect, to run and jump, — these were

difficult tasks to him, in which he was only partially successful after nine months' practice. I think his mental growth exceeded his physical improvement. His first message to his mother, after he had been two weeks at the kindergarten, was a repetition of the following: —

"Tell mamma Antonio good boy. Antonio like kindergarten."

Six months after his entrance he dictated the following letter to his brother, which shows not only his command of language, but the new tenor of his thoughts.

DEAR DANIEL: — I am very happy that you be good boy, and *shine* nice; and I want to know if you be good boy all the time and don't fight anybody. I don't want you to fight — *no* fight. Some Sunday when I go home you will take me to the bridge and walk. I want to know if you make lots of money, and take care of your mother, and give it to your mother so she will give things to you. Next Christmas I will make you a present. I could not make no more presents this time. I had to take twenty-two cents of my money to spend to make Mrs. Foster a present and my mother a present. If you are learning nights, tell me! Learn something and you read nicely when you are big man. When you are a *big, big* man you write letters and tell me things! Sunday you be a nice boy, good, and stay in the house and not go out all the time. How old are you now? I give you love and nice kiss. Good-bye, dear Daniel, from ANTONIO.

At the close of the year he had made excellent progress in kindergarten work, was reading words and short sentences, and had begun the study of instrumental music, — a result he could never have achieved without steady application and perseverance. A few weeks before the end of the term he went away for a night, on a visit.

Although everything was done to entertain him, he was homesick, especially at bed-time. The next morning he was quiet during the ride to Jamaica Plain; but when the car stopped and he was told where he was, he cried out with every manifestation of joy: "Is this my dear, *dear* kindergarten?"

All kindergarten teaching is, in the main, characterized by its individuality. It was applied most successfully in teaching Edith Thomas, who for two and a half years was a pupil here. The one lamentable fact in her case was that she did not earlier have the opportunity which the kindergarten affords. During the past year two other pupils, like Edith Thomas deprived of three senses, have been received. The first, Willie Elizabeth Robin, six years old, entered Dec. 20, 1890. Special instruction was immediately begun, and has been attended with the most gratifying success. The second of these pupils, Thomas Stringer, began April 8, 1891.

At the Second Conference of Manual Training, held in Boston last April, there was an exhibition of work from various kindergartens in New England, to which this also contributed. The work of our children elicited general commendation and surprise; one feature receiving especial notice was the work of Willie Elizabeth Robin, deaf, dumb and blind, who at that time had had only two weeks' instruction in kindergarten work, but whose neat and dainty exhibit, arranged in orderly succession, and mounted, was, as far as represented, intelligent in every detail.

Sixty different articles made, in the school-room, into various fanciful and useful designs, including some clay work, were sent to Gardiner, Me., in June, to be sold

at a fair held by the daughters of Mrs. Laura E. Richards.

The children always love to celebrate Froebel's birthday, and previous to the last one — in April — they dictated the following letter, which they had begged to have written to Madame Froebel, who sent a very sweet and charming response.

JAMAICA PLAIN, April 21, 1891.

DEAR MADAME FROEBEL: — We are the little boys in the kindergarten for the blind. We thought we would like to write you a letter today, because it is the birthday of Frederick Froebel, and we have been singing a song about him. We love to sing about him, we are so grateful to him for working so hard to think out all the beautiful things in the kindergarten that we enjoy so much. We celebrated his birthday yesterday, and we played we went to Germany to see the place where he was born; and so we had to make a horse-car and an express wagon for the trunks, and a steamer to take them to Hamburg, where we called upon you; and then we made the station and the train of cars that was to take us to Froebel's home, and we made the house and bed and table. Antonio has a book with a story of his childhood, and we love to hear it. We are sorry he did not have a dear mother to make him happy.

Good-bye! We send a great deal of love, as much as this letter can carry, from the little children in the kindergarten.

Music continues to be an important part of the instruction given. Fourteen children have received piano lessons, and all attend the daily singing classes.

The whole number of pupils for the year was 35: girls, 18; boys, 17.

There were eight cases of a mild form of scarlet-fever, and one case of ophthalmia. These were sent to the City

Hospital, and we acknowledge our renewed obligations to Dr. Rowe and his assistants for the consideration and kindness always shown to this institution. Dr. Broughton made thirty-two professional visits.

The ladies of the visiting committee have assiduously aided and advanced the interests of the kindergarten. Their annual reception took place April 20, and there was a large attendance of distinguished friends on that occasion.

Respectfully submitted,

ISABEL GREELEY,
Matron.

LIST OF THE CHILDREN.

Almy, Lilian.
Colyar, Amy H.
Goggin, Mary.
Griffin, Martha.
Heap, Myra.
Kennedy, Nellie A.
MacKenzie, Maggie.
Matthews, Clara.
Muldoon, Sophia J.
Newton, Eldora B.
O'Neal, Katie.
Puffer, Mildred E.
Robin, Willie Elizabeth.
Saunders, Emma E.
Simpson, Robertha G.
Thurley, Blanche M.
Wagner, Grace.
Wagner, M. Alice.

Aberg, George Herman.
Amadon, Charles H.
Cunningham, James H. B.
Dodge, Wilbur F.
Jacobson, Guy H.
L'Abbé, Harry.
Lawton, George.
Levin, Bernard.
Manion, Lawrence.
Martello, Antonio.
Rochford, Francis J.
Searles, Aloysius.
Simpson, Wm. Oren.
Stringer, Thomas.
Vaughn, William M.
Walsh, Frederick V.
Younge, William Leon.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littératures*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To the Händel and Haydn Society, through its president, Mr. A. Parker Browne, for sixty-seven tickets to each of three oratorio rehearsals.

To Mr. Charles T. Ellis, for sixty-eight tickets to the opera of Robin Hood, and for twenty-one tickets to a Kneisel quartet concert.

To Prof. Carl Baermann, for twenty-eight season tickets to six chamber concerts.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of seven concerts.

To the Cecilia, through its secretary, Mr. Edward Pelham Dodd, for an average of fourteen tickets to each of three concerts.

To the Boston Singers' Society, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of two concerts.

To Messrs. Miles and Thompson, music dealers, for twelve tickets to each of the two Molè chamber concerts.

To Mr. Julius Eichberg, for four tickets to a string quartet recital.

To Mr. F. H. Gibson, for four tickets to Madame Emélie Marius' song recital.

To Miss Gertrude Franklin, for fourteen tickets to each of two song recitals.

To Mr. Steinert, for thirty-six tickets to one Franz Rummel pianoforte recital.

To Mr. Henry F. Miller, for twenty-five tickets to each of two Andrès and Doerner Ensemble concerts.

To Miss Anna L. Phillips, for a pass to two of Mrs. H. H. A. Beach's pianoforte recitals.

To Mrs. G. G. Lowell, for ten tickets to the same.

To Mrs. H. H. A. Beach, for ten tickets to her Lavallée concert.

To Mr. Charles W. Holmes, for six tickets to one concert.

To Dr. C. S. Blake, for forty tickets to an orchestral concert.

To Dr. John Homans, for four tickets to the Boston Orchestral Club concert.

II. — Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and readings given from time to time in the music-hall of the institution, we are greatly indebted to the following artists: —

To Rev. Edward G. Porter, Dorchester, for one lecture.

To Miss Edith Abell, assisted by Miss Worthley, Miss Wolston and Mr. Dwight, vocalists, Miss Crombie, reader, and Mrs. Spofford, pianist, for one recital.

To Mr. George J. Parker, assisted by Mrs. Ella Cleveland Fenderson, vocalist, and Dr. Fenderson, reader, for one concert.

To Mr. George J. Parker, assisted by Miss Maud Nickerson, mandolin, Miss Annabelle Clark and Mr. L. W. Crocker, vocalists, for one concert.

To Mr. George J. Parker, assisted by Mr. George Want, Mr. Arthur Hitchcock, Mr. D. M. Babcock, vocalists, and Mr. Leno Keach, accompanist, for one concert.

To Miss Elizabeth Pierce, soprano, Miss Shaw, harpist, and Mr. Charles W. Holmes, violinist, for one concert.

To Mr. J. Andrews, organist, assisted by Miss Shirreff, vocalist, and Mr. Clarence Lovelace, violinist, for one concert.

To Miss Kate Bowers, assisted by her pupils, for one concert.

III. — Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends: —

To Miss M. Alice Tufts, Somerville; Mr. William Wade, Hulton, Penn.; Rev. Wm. Elliot Griffis, and the Society for Providing Evangelical Religious Literature for the Blind.

IV. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest: —

The N. E. Journal of Education,	. .	*Boston, Mass.*
The Atlantic, ...	"	"
Boston Home Journal, ...	"	"
Youth's Companion, ...	"	"
Our Dumb Animals, ...	"	"
The Christian, ...	"	"
The Christian Register, ...	"	"
The Musical Record, ...	"	"
The Musical Herald, ...	"	"

The Folio, ... *Boston, Mass.*
Littell's Living Age, ... " "
Unitarian Review, ... " "
Zion's Herald, ... " "
The Missionary Herald, ... " "
The Well-Spring, ... " "
The Salem Register, ... *Salem, Mass.*
The Century, ... *New York, N. Y.*
St. Nicholas, ... " "
The Journal of Speculative Philosophy, . " "
The Manufacturer and Builder, . . " "
American Annals of the Deaf, . . . *Washington, D. C.*
The Etude, ... *Philadelphia, Pa.*
Church's Musical Journal, . . . *Cincinnati, O.*
The Messenger, . . . *Ala. Academy for the Blind.*
Goodson Gazette, . *Va. Inst. for Deaf-Mutes and Blind.*
Tablet, . . *West. Va. Inst.* " " "
Good Health, ... *Battle Creek, Mich.*
L'Amico dei Ciechi, ... *Florence, Italy.*
Valentin Haüy, a French monthly, . . *Paris, France.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

EDWARD JACKSON, TREASURER, *in account with the* PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, *for the Year ending Sept. 30, 1891.*

RECEIPTS.			EXPENDITURES.		
Balance on hand Oct. 1, 1890,		$60,415 35	Drafts for general fund,		$74,500 00
Income from invested funds,		37,419 38	" " kindergarten fund,		14,636 66
General Account.			" " printing fund,		5,276 18
State of Massachusetts,	$30,000 00		Paid Treasurer for clerk hire,		250 00
" of Maine,	3,300 00		" safe rent,		30 00
" of New Hampshire,	2,580 00		" off mortgage at South Boston,		6,750 00
" of Vermont,	2,625 00		" interest to Suffolk Savings Bank,		574 33
" of Connecticut,	3,900 00		Investments:		
" of Rhode Island,	5,220 00		Mortgage in St. Paul, Minn.,	$25,000 00	
Received of State of Massachusetts for blind wards of the State,	82 66		Bought estate 172 to 178 Congress street,	90,000 00	
Rec'd of State of Massachusetts for Edith Thomas,	200 00		Loaned on demand,	30,000 00	
Gift of M. C. Ferris, in memoriam,	1,000 00		Mortgage in Dorchester,	7,500 00	
Legacy from John H. Dix, M.D.,	10,000 00		Bought 148 shares Boston & Albany R. R.,	29,933 00	
" " Mrs. Charlotte Billings Richardson,	80,500 00				182,433 00
" " Joseph Scholfield,	2,500 00		Balance on hand Oct. 1, 1891,		6,016 37
Donations,	475 00				
Amounts received of M. Anagnos, Director,	4,758 02				
Rec'd of M. Anagnos, Director, unexpended balance,	18 84				
		106,919 52			
Printing Account.					
Sale of books,	$790 48				
Donation from Miss K. Howes to print "A Christmas Dinner,"	50 00				

Donations,		825 00	
Rec'd of M. Anagnos, Director, unexpended balance,		90 63	
			1,758 11
Kindergarten Account.			
Donations,	$5,561 82		
Donations for new building,	31,629 51	$37,191 33	
Income from Mary E. Gill fund,		199 41	
Received of J. T. Stoddard for board of son,		150 00	
" for damage from blasting at J. P.,		3 00	
" of State of Massachusetts for Edith Thomas,		100 00	
Gift from Mrs. M. C. Ferris, in memoriam,		500 00	
Legacy from Jos Scholfield through Mrs. J. T. Coolidge,		3,000 00	
Legacy from Miss Mary H. Watson of Milton,		100 00	
Received of State of Maine,		600 00	
" " " of New Hampshire,		300 00	
" " " of Connecticut,		825 00	
" " " of Rhode Island,		900 00	
" rents at Jamaica Plain,		897 00	
Rec'd of M. Anagnos, Director, unexpended balance,		486 43	
			45,252 17
INVESTMENTS:			
Collected mortgage,		$30,000 00	
Collected mortgage, Cambridgeport,		8,000 00	
Sold $1,000 C., B. & Q. R. R. bond,		1,047 64	
Sold Boston & Maine R. R. rights,		354 37	
			39,402 01
			$290,466 54

$290,466 54

EDWARD JACKSON, *Treasurer.*

Examined October 13, and found correct.

GEO. L. LOVETT, *Auditor.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, *for the Year ending Sept. 30, 1891.*

RECEIPTS.			
I. Income.			
State of Massachusetts, appropriation,		$30,000 00	
" " for Edith Thomas,	$200 00		
" " to kindergarten,	100 00		
		300 00	
" of Maine,	$3,300 00		
" " kindergarten,	600 00		
		3,900 00	
" of New Hampshire,	$2,550 00		
" " kindergarten,	300 00		
		2,850 00	
" of Vermont,		2,625 00	
" of Rhode Island,	$5,320 00		
" " kindergarten,	900 00		
		6,220 00	
" of Connecticut,	$3,900 00		
" " kindergarten,	825 00		
		4,725 00	
States, towns and individuals, for clothing, etc.,		699 41	
" " " " kindergarten,		153 00	
			$51,472 41
From tuning,			2,408 18
" boys' shop,			7 00
" sundry small items,			289 54
" admission to exhibitions,			67 14
" interest, mortgage notes,			6,926 11
" " Mary E. Gill fund, kindergarten,			199 41
" " John N. Dix legacy,			35 00
" " N. E. Trust Company,			990 86
" " Chicago, Burlington & Northern R. R.,		$700 00	
" " Kansas City, Clinton & Springfield R. R.,		150 00	
" " St. Paul & Manitoba R. R.,		400 00	
" " Kansas City & Council Bluffs R. R.,		350 00	
" " Chicago, Burlington & Quincy R. R.,		1,131 11	
" " Boston & Lowell R. R.,		50 00	
" " Eastern R. R.,		60 00	

EXPENDITURES.			
Bills paid by the treasurer:			
Interest, Suffolk Bank,		$574 33	
Clerk hire,		250 00	
Rent of safe,		30 00	
			$854 33
General Account.			
Paid by the director:			
For maintenance,		$49,710 93	
" new library building,		12,393 65	
" taxes, insurance and repairs on buildings let:			
412-416 Fifth street,	$282 29		
537 Fourth street,	102 09		
541-543 Fourth street,	211 00		
557-559 Fourth street,	418 46		
583-589 Fourth street,	558 52		
99-101 H Street,	211 99		
11 Oxford Street,	148 54		
10 Hayward Place,	659 85		
250-252 Purchase street,	739 09		
205-207 Congress street,	2,070 45		
172-178 Congress street,	1,911 90		
		7,314 18	
" Harris beneficiaries,		1,080 00	
" expenses of tuning department,		944 77	
" expenses of work department,		1,436 81	
" interest on mortgage,		168 75	
" rent of office,		250 00	
" bills to be refunded,		608 37	
" board of blind men,		578 70	
" unexpended balance of auditor's draft,		13 84	
			74,500 00
Kindergarten Account.			
For maintenance,		$9,781 03	
" levelling and grading,		3,200 00	
" nursery building,		970 98	
" expense of houses let,		70 55	
" bills to be refunded,		118 07	

" " Atchison, Topeka & Santa Fé R. R.,	630 00		
		3,471 11	
" dividends, Boston & Providence R. R.,	$300 00		
" " Chicago, Burlington & Quincy R. R.,	425 00		
" " Boston & Maine R. R.,	186 00		
" " Fitchburg R. R.,	245 00		
" " Boston & Albany R. R.,	592 00		
		1,748 00	
" rents, 412-416 Fifth street,	$1,080 00		
" " 537 Fourth street,	450 00		
" " 541-543 Fourth street,	980 00		
" " 557-559 Fourth street,	1,577 00		
" " 99-101 H street,	388 00		
" " 583-589 Fourth street,	2,355 80		
" " 11 Oxford street,	546 00		
" " 8 and 10 Hayward place,	4,000 00		
" " 250-252 Purchase street,	4,200 00		
" " 205-207 Congress street,	4,471 50		
" " 172-178 Congress street,	4,200 00		
		24,248 30	
" work department, men's shop,		1,364 41	
" rents at Jamaica Plain,		897 00	
" sale of books in raised print,		790 48	
		$94,914 95	

II. Receipts exclusive of Income.

General Account.

Donations, Mrs. M. C. Ferris, in memoriam,	$1,000 00	
" Rev. Endicott Peabody,	50 00	
" Women's Club, Newton Centre,	25 00	
" William Montgomery,	15 00	
" C. F. Bowker,	285 00	
" F. H. Peabody,	50 00	
" John Felt Osgood,	50 00	
		1,475 00

Kindergarten Account.

Donations, Mrs. M. C. Ferris, in memoriam,	$500 00	
" endowment fund,	2,764 40	
" annual subscriptions through Ladies' Auxiliary,	2,082 29	
Amounts carried forward,	$5,346 69	$96,389 95

For unexpended balance of auditor's draft,	486 43	
		14,636 66
Printing Account.		
For expenses of office,	$5,185 55	
" unexpended balance of auditor's draft,	90 63	
		5,276 18
INVESTMENTS.		
Mortgage, St. Paul, Minn.,	$25,000 00	
Paid mortgage on houses 583-589 Fourth street,	6,750 00	
Mortgage, Dorchester,	7,500 00	
Bought estate 172-178 Congress street,	90,000 00	
Bought 148 shares Boston & Albany R. R. stock,	29,933 00	
Loaned on demand,	30,000 00	
		189,183 00
Balance on hand Oct. 1, 1891,		6,016 37
		$290,466 54

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS, ETC. — Concluded.

Amounts brought forward, ...	$5,346 69	$96,389 95	*Amount brought forward*, ...	$290,466 54
Kindergarten Account — Concluded.				
Donations, contributions for current expenses, . .	715 13			
" for new building, ...	31,629 51			
		37,691 33		
Printing Account.				
Donations, Mrs. Manning, to print "Little Women,"	$825 00			
" Miss Eliza Howes, to print "The Birds' Christmas Dinner,"	52 00			
		877 00		
General Account.				
Legacies, John N. Dix, ...	$10,000 00			
" Joseph Scholfield, ...	2,500 00			
" Charlotte B. Richardson, ...	39,500 00			
		52,000 00		
Kindergarten Account.				
Legacies, Mary H. Watson, ...	$100 00			
" Joseph Scholfield, ...	3,000 00			
		3,100 00		
III. Sale of Stocks and Collections.				
Sold Boston & Maine rights, ...	$354 37			
Sold one Chicago, Burlington & Quincy R R. bond, .	1,047 64			
Collected mortgages, ...	38,000 00			
		39,402 01		
Cash balance Oct. 1, 1890, ...	$60,415 35			
Unexpended balance Oct. 1, 1891, ...	590 90			
		61,006 25		
		$290,466 54		$290,466 54

ANALYSIS OF MAINTENANCE ACCOUNT.

Meat, 30,213 pounds,	$2,898 32
Fish, 3,945 pounds,	238 22
Butter, 6,197 pounds,	1,603 13
Rice, sago, etc.,	43 08
Bread, flour and meal,	1,270 05
Potatoes and other vegetables,	987 65
Fruit,	540 85
Milk, 30,980 quarts,	1,633 28
Sugar, 9,554 pounds,	521 06
Tea and coffee, 670 pounds,	233 30
Groceries,	994 88
Gas and oil,	426 71
Coal and wood,	2,617 44
Sundry articles of consumption,	267 80
Wages and domestic service,	4,818 91
Salaries, superintendence and instruction,	22,292 00
Outside aid,	426 80
Medicine and medical aid,	56 57
Furniture and bedding,	1,236 92
Clothing and mending,	12 11
Stable, hay, oats, etc.,	232 67
Musical instruments,	1,347 17
Boys' shop,	20 53
Books, stationery, school apparatus, etc.,	1,769 81
Construction and repairs,	2,601 80
Taxes and insurance,	440 00
Travelling expenses,	73 07
Sundries,	106 80
	$49,710 93

KINDERGARTEN FUND STATEMENT, OCT. 1, 1891.

Receipts.			*Expenditures.*	
Board and tuition, State of Maine,	$600 00		Maintenance,	$9,781 03
" " " of New Hampshire,	300 00		Levelling and grading,	3,200 00
" " " of Rhode Island,	900 00		Nursery building,	970 98
" " " of Connecticut,	825 00		Expense on houses let,	79 55
		$2,625 00	Bills to be refunded,	118 67
State of Massachusetts for Edith Thomas,		100 00	Invested,	66,000 00
J. T. Stoddard, account of son,		150 00	Balance,	5,022 71
Owen Nawn, for damage,		3 00		
Interest, Mary E. Gill fund,		199 41		
Rents,		897 00		
Donations, Mrs. M. C. Ferris, in memoriam,	$500 00			
" endowment fund,	2,764 40			
" annual subscriptions, through Ladies' Auxiliary Society,	2,082 29			
" contributions for current expenses,	715 13			
" for new building,	31,629 51			
		37,691 33		
Legacies, Mary H. Watson,	$100 00			
Legacies, Joseph Schofield,	3,000 00			
		3,100 00		
Income from investments,		6,876 44		
Cash on hand Oct. 1, 1890,		34,180 76		
		$85,772 94		$85,772 94

PRINTING FUND STATEMENT, OCT. 1, 1891.

Receipts.			*Expenditures.*		
Sale of books in raised print,		$790 48	Labor,	$2,253 02	
Donations:			Stock,	1,255 39	
Mrs. Manning, to print "Little Women,"	$825 00		Electrotyping,	744 86	
Miss Howes, to print "The Birds' Christmas Dinner,"	52 00		Binding,	625 51	
		877 00	Machinery,	93 33	
Income from investments,		6,298 18	Books,	183 34	
			Freight, gas, etc.,	30 11	
					$5,185 55
			Balance,		2,780 11
		$7,965 66			$7,965 66

WORK DEPARTMENT, OCT. 1, 1891.

STATEMENT.

Amount due Perkins Institution from first date,			$45,043 63
Excess of expenditure over receipts,			72 40
			$45,116 03
Salaries and wages paid blind people,	$4,086 80		
Salaries and wages paid seeing people,	3,889 45		
Amount paid for rent, stock and sundries,	9,824 29		
		$17,800 54	
Cash received during the year,		17,728 14	
			$72 40
Stock on hand Oct. 1, 1891,	$3,071 81		
Receivable bills Oct. 1, 1891,	3,202 18		
		$6,273 99	
Stock on hand Oct. 1, 1890,	$6,327 67		
Less error in taking stock,	424 23		
Stock actually on hand Oct. 1, 1890,		5,903 44	
			370 55
Gain,			$298 15

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1891: —

Real Estate yielding Income.		
Building 8 and 10 Hayward place,	$48,500 00	
Building 250 and 252 Purchase street,	44,000 00	
Building 172–178 Congress street,	77,000 00	
Building 205–207 Congress street,	59,000 00	
House 11 Oxford street,	8,000 00	
Houses 412, 414, 416 Fifth street,	9,900 00	
House 537 Fourth street,	4,800 00	
Houses 541 and 543 Fourth street,	9,600 00	
Houses 557 and 559 Fourth street,	15,500 00	
Houses 583, 585, 587, 589 Fourth street,	21,200 00	
House 99 and 101 H street,	3,300 00	
		$300,800 00
Real Estate used by the Institution.		
Real estate used for school purposes, South Boston,		259,670 00
Real estate used for school purposes, Jamaica Plain,		79,090 00
Unimproved land, South Boston,		9,975 00
Mortgage Notes,		133,500 00
Note on demand,		30,000 00
Railroad Stock.		
Boston & Providence R. R., 30 shares, value,	$5,790 00	
Fitchburg R. R., preferred, 70 shares, value,	6,222 20	
Chicago, Burlington & Quincy R. R., 100 shares, value,	13,708 04	
Boston & Maine R. R., 31 shares, value,	3,938 96	
Boston & Albany R. R., 148 shares, value,	29,933 00	
		59,592 20
Railroad Bonds.		
Eastern R. R., one 6% bond, value,	$1,270 00	
Boston & Lowell R. R., one 5% bond, value,	1,000 00	
Chicago, Burlington & Quincy R. R., 27 4s, value,	26,190 00	
Chicago, Burlington & Northern R. R., 14 5s, value,	14,416 88	
Kansas City, St. Joseph & Council Bluffs R. R., 5 7s, value,	6,375 00	
St. Paul, Minnesota & Manitoba R. R., 10 4s, value,	8,800 00	
Amounts carried forward,	$58,051 88	$872,627 20

Amounts brought forward,	$58,051 88	$872,627 20
Kansas City, Clinton & Springfield R. R., 3 5s, value,	3,051 25	
Atchison, Topeka & Santa Fé R. R., 13 4s, value,	11,470 50	
Atchison, Topeka & Santa Fé R. R., income bonds, 5,500 5s,	3,850 00	
		76,423 63
Cash,		6,016 37
Household furniture, South Boston,	$15,000 00	
Household furniture, Jamaica Plain,	4,500 00	
		19,500 00
Provisions and supplies, South Boston,	$627 64	
Provisions and supplies, Jamaica Plain,	100 00	
		727 64
Coal, South Boston,	$2,587 00	
Coal, Jamaica Plain,	500 00	
		3,087 00
Work Department.		
Stock and bills receivable,		6,273 99
Musical Department.		
One large organ,	$4,000 00	
Four small organs,	200 00	
Forty-nine pianos,	10,000 00	
Brass instruments,	450 00	
Violins,	35 00	
Musical library,	600 00	
		15,285 00
Printing Department.		
Stock and machinery,	$3,676 00	
Books,	14,977 00	
Electrotype plates,	10,738 00	
		29,391 00
School furniture and apparatus,		6,500 00
Library of books in common print,	$3,183 00	
Library of books in embossed print,	13,056 00	
		16,239 00
Boys' shop,		463 00
Stable and tools,		715 18
		$1,053,249 01

The foregoing property represents the following funds and balances, and is answerable for the same: —

Institution Funds.		
General fund of the institution,	$144,381 73	
Harris fund,	80,000 00	
Richard Perkins fund,	20,000 00	
Charlotte B. Richardson legacy,	39,500 00	
John N. Dix legacy,	10,000 00	
Joseph Scholfield legacy,	2,500 00	
		$296,381 73
Cash in treasury,		393 66
Printing Fund.		
Capital,	$107,500 00	
Surplus for building purposes,	30,434 10	
		137,934 10
Kindergarten Funds.		
Helen C. Bradlee fund,	$40,000 00	
Sidney Bartlett legacy,	10,000 00	
George Edward Downs legacy,	3,000 00	
Mary Williams legacy,	5,000 00	
E. T. Loring legacy,	5,000 00	
Ellen M. Gifford legacy,	5,000 00	
Mrs. Geo. W. Wales fund,	10,000 00	
Joseph Scholfield legacy,	3,000 00	
Funds from other donations,	85,000 00	
		166,000 00
Cash in treasury,		5,622 71
Buildings, unimproved real estate and personal property in use of the institution at South Boston,		362,726 81
Land, buildings and personal property in use of the kindergarten at Jamaica Plain,		84,190 00
		$1,053,249 01

Total amount of property belonging to the kindergarten,	$255,812 71
Total amount of property belonging to the institution proper,	797,436 30
	$1,053,249 01

FINANCIAL STATEMENT OF THE KINDERGARTEN.

FOR THE YEAR ENDING SEPT. 30, 1891.

RECEIPTS.

Donations —			
Mrs. M. C. Ferris, in memoriam,		$500 00	
Other donations,		2,764 40	
Miss Mary E. Gill fund,*		199 41	
Legacies —			
Mary H. Watson,	$100 00		
Joseph Scholfield,	3,000 00		
		3,100 00	
Endowment fund,			$6,563 81
Annual subscriptions through Ladies' Auxiliary Aid Society,		$2,082 29	
Contributions,		715 13	
For current expenses,			$2,797 42
Donations for new building,			31,629 51
Board and tuition,			2,878 00
Rents,			897 00
Income from investments,			6,876 44
Cash on hand Oct. 1, 1890,			34,130 76
			$85,772 94

EXPENSES.

Maintenance,	$9,781 03	
Levelling and grading,	3,200 00	
Nursery building,	970 98	
Expenses on houses let,	79 55	
Bills to be refunded,	118 67	
Invested,	66,000 00	
		80,150 23
Balance Oct, 1, 1891,		$5,622 71

* Consisting of $6,000 in bonds given to the New England Trust Company, in trust, the interest to be paid to the kindergarten.

PROPERTY BELONGING TO THE KINDERGARTEN.

Helen C. Bradlee fund,	$40,000 00	
Mrs. George W. Wales fund,	10,000 00	
Legacies —		
Sidney Bartlett,	10,000 00	
George Edward Downs,	3,000 00	
Mary Williams,	5,000 00	
E. T. Loring,	5,000 00	
Ellen M. Gifford,	5,000 00	
Joseph Scholfield,	3,000 00	
Funds from other donations,	85,000 00	
		$166,000 00
Cash in treasury,		5,622 71
Land, buildings and personal property at Jamaica Plain,		84,190 00
Total amount of property belonging to the kindergarten,		$255,812 71

KINDERGARTEN ENDOWMENT FUND.

List of Contributors

From Sept. 30, 1890, to Oct. 1, 1891.

A friend,	$1,000 00
A friend,	25 00
A friend to the little blind children, additional,	100 00
A friend, through Mr. Hastings,	10 00
B., P. S.,	1 00
Balfour, Miss Mary Devens, fourth contribution,	10 00
Baylies, Mrs. W. C.,	10 00
Brooks, Mrs. Francis, eighth contribution from sale of "Heidi,"	65 00
Birthday money from the infant class in Pilgrim Congregational Church, Worcester,	3 00
Cabot, Miss Mary E.,	5 00
Cary Avenue Church, Chelsea,	1 00
Cash,	10 00
Central Congregational Church, Bangor, Me.,	5 00
Chickering, Mrs. S. M., Joy Mills, Pa., third contribution,	40 00
Children of Miss Sampson's private school, Charlestown, ninth contribution,	6 00
Children of Miss Sampson's private school, Charlestown, tenth contribution,	6 00
D., C. M.,	10 00
Amount carried forward,	$1,307 00

Amount brought forward,	$1,307 00
Doliber, Thomas,	25 00
Easter offering, Trinity Church,	30 00
Endicott, Miss Mary E., Beverly, second contribution,	25 00
Fairbanks, Miss C. L., second contribution,	10 00
Ferris, Mrs. Mary E., Brookline, in memoriam,	500 00
Field, Mrs. N. M., Monson, fifth contribution,	100 00
Fiske, Miss E. S.,	10 00
From "one who loves the little ones,"	250 00
Girls of the sixth class of Bowdoin school, "valentine money," through Miss S. F. Perry,	7 00
Gore School Kindergarten, Cambridgeport, through Mrs. S. E. Berthold,	1 20
Guild, Mrs. S. E., fifth contribution,	25 00
Hapgood, Mrs., Jenkintown, Penn.,	5 00
Hapgood, Miss Emma F., Jenkintown Penn.,	5 00
H. H.,	2 00
Howe, Henry Marion,	25 00
Hubbard, Mrs. C. W.,	20 00
Infant class in Mt. Vernon Church, Miss H. M. Woods,	5 00
Jenks, Miss C. E., seventh contribution,	5 00
Kilham, Miss Elizabeth, and Miss Jerome, Worcester, second contribution,	2 50
Kindergarten at Florence, fifth contribution,	5 00
Kindergarten at Phenix, R. I., through Miss E. B. McAllister, fourth contribution,	5 00
King, Mrs. Annie E.,	5 00
King's Daughters at Cambridgeport,	30 00
Lowe, Mr. and Mrs. Albert, Clinton, fourth contribution,	10 00
Lowe, Miss Alice M., Clinton, third contribution,	5 00
Amount carried forward,	$2,419 70

Amount brought forward, ...	$2,419 70
Lowell, Miss Georgina, second contribution, . .	5 00
Morse, Mrs. Leopold, second contribution, . .	25 00
Motley, Edward, third contribution, . . .	10 00
Newcomb, C. Hurlburt, ...	10 00
Nichols, J. Howard, ...	25 00
Ober, Louis P., second contribution, . . .	10 00
Osgood, John Felt, second contribution, . .	50 00
Pearson, Miss A. W., second contribution, . .	25 00
Pickering, Mrs. E., third contribution, . . .	5 00
Rice, Mrs. Edward E., ...	10 00
Richardson. Spencer W., ...	10 00
Richardson, Mrs. T. O., fourth contribution, . .	100 00
Rogers, Mrs. J. S., ...	5 00
Rust, Mrs. Dr. William A., ...	10 00
Sabine, Miss Mary Catherine, fourth contribution, .	2 50
Sale of articles made for fair in aid of the Kindergarten, ...	11 20
Sears, K. W., ...	25 00
Seven children from Hull, Flora E., Marion, and Leslie Caverly, Elizabeth Loring, Ruth C. Wilkins, Carrie C. and Gladys Kelly, . . .	25 00
Stearns, Charles H., second contribution, . .	25 00
Sunday-school class in the Union Congregational Church at Braintree and Weymouth, Christmas offering, ...	1 00
Sunday-school of the Unitarian Church, Dedham, fourth contribution, ...	25 00
Sunday-school of the Unitarian Church, Littleton, fifth contribution, ...	10 00
Tapley, Mrs. Amos P., ...	25 00
Thorndike, Mrs. J. H., ninth contribution, . .	100 00
Turner, Miss Alice M., second contribution, . .	100 00
Amount carried forward, ...	$3,069 40

Amount brought forward, ...	$3,069 40
Vose, Miss C. C., Milton, ...	10 00
W., E., ...	10 00
W., L. H., ...	50 00
Wales, Joseph H., ...	25 00
White, C. J., fourth contribution, ...	25 00
Whitney, Miss Anne, ...	25 00
Whitney, Miss Sarah W., second contribution, .	25 00
Women's Parish Association of the Unitarian Society of Concord, ...	25 00
	$3,264 40

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Aid Society, Mrs. John L. Gardner, treasurer,	$1,772 50
From the same society, through Mrs. Agassiz, Cambridge, for 1890,	309 79
Baker, Mrs. Richard, annual,	50 00
Brown, Miss H. Louisa, annual,	5 00
Charles, Mrs. Mary C., annual,	25 00
Coolidge, Mrs. J. T. Jr., annual,	10 00
D., L. W., and M. M. D., annual,	50 00
Field, Mrs. E. E. V., Milton, annual,	15 00
First Unitarian Congregational Society, New Bedford, annual,	50 00
Goodman, Richard, annual,	10 00
Hammond, Mrs. George W., annual,	10 00
Iasigi, Miss Mary V., annual,	15 00
Jackson, Mrs. J. B. S., annual,	25 00
Kindergarten at Cambridgeport, Mrs. C. C. Voorhees', fifth contribution,	5 00
Lowell, Mrs. G. G., annual,	50 00
Lowell, Miss Lucy, annual,	10 00
Meyer, Mrs. George von L., annual,	50 00
Montgomery, William, annual,	15 00
Newell, Mrs. A. H., annual,	25 00
Sunday-school of the First Church, Boston, annual,	100 13
Thorndike, Mrs. J. H., annual,	10 00
Wales, George W., annual,	100 00
Wales, Miss M. A., annual,	25 00
Whitehead, Miss Mary, annual,	10 00
Whitwell, S. Horatio, annual,	25 00
Whitwell, Miss S. L., annual,	25 00
	$2,797 42

FOR THE NEW BUILDING.

A friend,	$2,000 00
A friend, Jamaica Plain,	2 00
A friend, through Mrs. William Appleton,	600 00
A friend to the little blind children, additional,	50 00
Ames, Fred. L.,	2,000 00
Amory, C. W., fifth contribution,	100 00
Andrew, Mrs. John F.,	1,000 00
Appleton, Mrs. William, eighth contribution,	1,000 00
Bartlett, Miss Elvira,	500 00
Beebe, Mrs. J. Arthur, second contribution,	100 00
Bradlee, Miss Helen C., fifth contribution,	10,000 00
C., cash,	50 00
Center, Joseph H., sixth contribution,	100 00
Children of Miss A. L. Partridge's Kindergarten, Augusta, Me.,	40 00
Cordeiro, Mrs. M. C. B.,	5 00
Crafts, Mrs. James M.,	25 00
C., S. W.,	25 00
Curtis, Miss I. P.,	5 00
Egbert, Willie, Marblehead,	2 93
Eliot, Dr. Samuel, fifth contribution,	100 00
Evans, Mrs. Glendower,	25 00
Fair by the Richards children, Gardiner, Maine, third contribution,	158 12
Fair by the Richards children, Gardiner, Maine, fourth contribution,	280 74
Fiske, Miss Esther L.,	50 00
Forbes, J. M.,	100 00
Friend, A. B. M.,	1,000 00
Friend, S. M. F.,	1,000 00
From "one who loves the little ones,"	50 00
Frothingham, Rev. O. B., fourth contribution,	50 00
German Club, Brookline,	6 23
Amount carried forward,	$20,425 02

Amount brought forward,	$20,425 02
Gilbert, C. C.,	100 00
Glover, Joseph B., Albert, and the Misses Glover,	600 00
H.,	25 00
In memory of Miss Minnie Turner, Randolph,	200 00
K.,	5 00
K., H. W.,	50 00
Kindergarten, Miss E. L. Alter's, 35 Rutland Square,	2 50
Kindergarten, Miss Caroline E. Carr's, Walpole Street, two contributions,	11 69
Kindergarten children, Marblehead,	6 00
L., A. E.,	1 00
Ladies of Lynn, through Mrs. W. Haven,	54 00
Learned, Miss Mollie, New London, Conn.,	5 00
Lend a Hand Society, Lancaster,	15 00
Mason, Mrs. A. G.,	5 00
Mason, Miss Ellen F., third contribution,	1,000 00
Matthews, Misses Annie B. and Alice, $5 each, second contribution,	10 00
May, Miss Louise C.,	1 00
Meehan, Mrs. M., Jamaica Plain,	10 00
Morgan, Eustis C., Saco, Maine, second contribution,	50 00
Morse, Mrs. Leopold,	75 00
Newell, Mrs. M. Abbie, third and fourth contributions,	125 00
Nickerson, Andrew,	25 00
Norcross, Miss Laura, sixth contribution,	100 00
Parkman, George F., second contribution,	500 00
Peters, Edward D., fourth contribution,	30 00
Phillips, Mrs. John C., fourth contribution,	100 00
P., K.,	500 00
Amount carried forward,	$24,031 21

Amount brought forward, ...	$24,031 21
Pollard, Mrs. Laura A., ...	10 00
Primrose Club of Dorchester, second contribution, .	5 00
Proceeds of entertainments February 23, by pupils of Perkins Institution, ...	105 25
Proceeds of performance at Globe Theatre given by Richard Mansfield, ...	552 98
Pupils of Miss Harding's school, Jamaica Plain, birthday offering, ...	2 36
Rice, Mrs. H. A., ...	100 00
Rotch, Mrs. B. S., seventh contribution, . .	1,000 00
Rotch, Miss Edith, fifth contribution, . . .	1,000 00
Saltonstall, Mrs. Leverett, second contribution, .	100 00
Sears, Mrs. F. R., Jr., ...	25 00
Shattuck, Mrs. G. C., second contribution, . .	20 00
Shepard Memorial Sunday-school, Cambridge, .	17 71
Slocum, Mrs. W. H., ...	50 00
Sohier, Miss E. D., ...	25 00
Strong, Miss Jennie, ...	1 00
Swan, Robert, second contribution, . . .	15 00
Swinerton, Miss Lenna D., ...	3 00
Thayer, Miss A. G., ...	2,000 00
Thayer, Mrs. N., third contribution, . . .	1,000 00
Through Mrs. John L. Gardner, ...	250 00
Tilton, Mrs. W. S., Newtonville, second contribution, ...	50 00
Ward, Miss E. M., ...	5 00
Warren, Mrs. William Wilkins, third contribution,	1,000 00
Webster, Mrs. John G., second contribution, .	25 00
Whiting, Mrs. S. B., ...	10 00
Wigglesworth, Dr. Edward, ...	25 00
W., S. L., ...	100 00
Young, Mrs. B. L., fourth contribution, . .	100 00
Younge, Leon, ...	1 00
	$31,629 51

The trustees earnestly appeal to the public for further contributions to the amount of $23,000 which is still lacking to complete the building-fund. The immediate erection of the new building has become absolutely necessary by the increased number of applicants for admission, and work upon it will begin as soon as the money is secured.

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, *Treasurer, No. 53 State Street, Boston, or to the Director,* M. ANAGNOS, *South Boston, any omissions or inaccuracies which they may find in it.*

EDWARD JACKSON, *Treasurer.*

No. 53 STATE STREET (ROOM 840), BOSTON.

DONATIONS AND SUBSCRIPTIONS FOR TOMMY STRINGER.

A friend,	$1 00
A friend,	1 00
A friend,	10 00
Allen, Miss Dorothy, annual,	1 00
Barney, H. B.,	1 00
Barrett, Miss M. D., Allston,	5 00
Bates, Dr. Mary E.,	1 00
Bellows, Ellen D., Robert and Henry,	5 50
Bellows, Ellen D., second contribution,	5 10
Brooks, Rt. Rev. Phillips,	10 00
B., W., Greenesboro, Georgia,	1 00
Cash through Mr. Jackson,	5 00
Children's Auxiliary Society of Barton Square Church, Salem,	5 00
Children of Concord, N. H., Kindergarten and teacher, Miss Sheldon,	7 00
Children of Groton Street Kindergarten,	60
Children of Prov. Model School, Ottawa, Canada, through Miss Margaret A. Mills,	5 90
Christian Endeavor Society, Newton Highlands,	4 00
C., Mrs. L. L.,	10 00
Coffin, Miss Mary E., and Mrs. L. C. Davis,	4 00
Cogswell, Miss L. T.,	50
Collections by Edith G. Leonard from guests at Hotel Brunswick,	25 00
Cook, A. T., Hyde Park, N. Y.,	50
Curtis, Miss M. G.,	3 00
Cushing, Mrs. Lucas,	1 00
Dodge, Mrs. Lucy S., Cambridge,	10 00
Dwight, Mrs. L. A., Brookline,	20 00
Eichberg, Mrs. Julius,	5 00
Amount carried forward,	$148 10

Amount brought forward,	$148 10
Ellis, Rev. Dr. George E.,	100 00
Farnam, Mrs. Ann S., New Haven, Conn.,	50 00
"For Helen's sake," Grace Lilian Lamb,	4 35
And Margaret Foster, Woburn,	5 00
For little Tommy,	1 00
For the fund,	2 00
Foss, Benjamin, Jamaica Plain,	6 27
Friend,	50
Friend,	50
Friend R.,	5 00
Friends at Abbot Academy, Andover,	11 00
Friends in Taunton, through Mrs. Noble,	4 00
From the children of the lowest class of Cook Primary School, through Miss Hale,	1 65
From the "Happy Dozen" of South Boston,	8 00
From the "Willing Workers" of the South Congregational Church, Campello,	5 00
From a sincere friend,	1 00
From two friends,	3 00
Glover, The Misses,	20 00
Glover, Joseph B.,	10 00
Goodhue, George O., Danville, Quebec,	10 00
Harrington, Mrs. M. S., Dorchester,	2 00
Haven, Miss Charlotte M., Portsmouth, N. H.,	25 00
H., C.,	2 00
Healey, Miss Helen,	5 00
Helen Keller Club, Dorchester,	5 00
Helen's "Dime Bank",	5 00
Herman, Mrs. J. M.,	5 00
Holmes, Dr. Oliver Wendell,	10 00
In His Name Club of Taunton,	10 00
Judy,	2 00
Amount carried forward,	$467 37

Amount brought forward, ...	$467 37
Keller, Helen A., ...	1 00
Kindergarten at Brighton, Mrs. Rust's, . . .	1 50
Kindergarten at Waterbury, Conn., . . .	1 15
King's Daughters of Unitarian Society, Newton Centre, ...	3 00
Learned, Miss Mary C., New London, Conn., .	5 00
Lee, Miss, ...	5 00
Lend-a-hand Club, Lowell, ...	2 00
Lend-a-hand Club, Taunton, through Mrs. K. T. Reed, ...	3 00
Lowell, Miss Anna C., ...	100 00
Lowell, Miss Georgina, ...	10 00
Lowry, Eva, Dadeville, Ala., ...	10
Luce, Miss Edith (five years in advance), . .	5 00
Main, Mrs., Spencer, Mass., ...	5 00
Marrett, Miss Fanny S., ...	1 00
Mixter, Miss M. C., ...	20 00
Montagnier, Harry, ...	50
Morgan, Miss Clara, Saco, Maine, . . .	5 00
Morison, Sammy and Johnny, ...	5 00
Parker, Mrs. L. E., and her Sunday-school class and other pupils, Hatley, Quebec, . . .	7 00
Parker, Thomas R., Bergen Point, N. J., (annual),	1 00
Peyraud, Mademoiselle, (annual), ...	1 00
Phillips, Mrs. John C., ...	100 00
Pickman, Mrs. Dudley, (annual), ...	10 00
Proceeds of sale in Swampscott, through Mrs. Edward P. Mason, ...	148 55
Pupils in the Fitchburg High street Grammar school, No. 8, ...	3 00
Pupils of Miss Ellen J. Harding's Private school, Jamaica Plain, ...	30 00
Amount carried forward, ...	$941 17

Amount brought forward,		$941 17
Rogers, Miss Annette P.,		4 00
Rotch, Miss Edith,		50 00
Saltonstall, Miss Lucy, Rosamond and John, (annual),		20 00
Sheedon, Miss, Hartford, Conn.,		4 00
Six of Helen's friends,		4 00
Slocum, Mrs. W. H., Jamaica Plain,		10 00
Smith, Miss May Mott,		2 00
Sohier, Mrs. Emily L.,		14 00
Street, Addie L., Medford,		2 00
Tennessee Deaf-mute Helpers, through Mrs. L. A. Houghton,		10 25
Thorpe, Mrs. E. J. E., Newton Centre,		1 00
Through Ladies' Auxiliary Society,		2 00
Through Dr. Samuel Eliot,		7 00
Through Misses Garland and Weston:		
Proceeds of Eagle and Elephant banks,	55 23	
Proceeds of Faith Pierce's fair,	152 56	
Proceeds of sale of little bedstead and doll,	5 00	
		212 79
Through Mrs. Thomas Mack,		27 00
Through Miss Alice Muldoon, Newton Centre,		5 60
Through *Forest and Stream* Publishing Company for the "Helen Keller fund,"		136 25
Through Amos I. Root, Medina, Ohio, editor of *Gleanings in Bee Culture*,		105 75
Tilton, Mrs. W. S., Newtonville,		5 00
Tyler, Daniel G.,		5 00
Unity Sunday-school, Allston, Eliza F. Blacker, treasurer,		4 00
Wade, Mrs., Lexington,		5 00
Warden, Erskine, Waltham,		1 00
Amount carried forward,		$1,578 81

Amount brought forward, ...	$1,578 81
White, Grace B., Taunton, ...	10 00
Whitwell, Miss May (annual), ...	1 00
Winthrop, Margaret, ...	50
W., L. H., ...	10 00
Woods, Miss Helen M., ...	5 00
Wyman, A. E., Newtonville, ...	5 00
Young, Miss Lucy F., Groton, (annual), . .	1 00
Young Women's Christian Temperance Union, Purchase, N. Y., ...	25 00
	$1,636 31

Further contributions will be thankfully received and gratefully acknowledged by

M. ANAGNOS, *Trustee.*

The Kindergarten for the Blind is located at the corner of Perkins and Day streets, Jamaica Plain.

The Jamaica Plain horse-cars pass within ten rods of the building.

LIST OF EMBOSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Book of Psalms,	1	$3 00
New Testament,	3	7 50
Book of Common Prayer,	1	3 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Natural Theology,	1	4 00
Selections from the Works of Swedenborg,*	1	—
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
Macaulay's Essays on Milton and Hastings,	1	3 00
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopædia,	8	32 00
Latin Selections,	1	2 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Geometrical Diagrams,	1	1 00
Wentworth's Grammar-school Arithmetic,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
The Peasant and the Prince,	1	3 00
Washington and his Country,	3	9 00
Guyot's Geography,	1	3 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos,	1	50
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
Dickens's David Copperfield,	5	15 00
Dickens's Old Curiosity Shop,	3	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Story of Janet's Repentance,	1	3 00
George Eliot's Silas Marner,	1	3 50

* Printed by the donor for free distribution.

LIST OF EMBOSSED BOOKS — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Goldsmith's Vicar of Wakefield,	1	$3 00
Hawthorne's Scarlet Letter,	2	5 00
Hawthorne's Tanglewood Tales,	2	4 00
Scott's Quentin Durward,	2	6 00
Scott's Talisman,	2	6 00
The Deacon's Week,	1	25
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	9 00
Stray Chords, by Julia R Anagnos,	1	2 00
Bryant's Poems,	1	3 00
Byron's Hebrew Melodies, and Childe Harold,	1	3 00
Poetry of Byron, selected by Matthew Arnold,	1	3 00
Holmes's Poems,	1	3 00
Longfellow's Evangeline,	1	2 00
Longfellow's Evangeline, and other poems,	1	3 00
Longfellow's Hiawatha,	1	2 50
Lowell's Poems,	1	3 00
Milton's Paradise Lost,	2	5 00
Pope's Essay on Man, and other poems,	1	2 50
Scott's Lay of the Last Minstrel, and 37 other poems,	1	3 00
Shakespeare's Hamlet, and Julius Cæsar,	1	4 00
Shakespeare's King Henry Fifth,	1	2 00
Shakespeare's Romeo and Juliet,	1	2 00
Tennyson's In Memoriam, and other poems,	1	3 00
Whittier's Poems,	2	6 00
Wordsworth's Poems,	1	3 00
Longfellow's Birthday, by Julia R Anagnos,	1	25
Commemoration Ode, by H. W. Stratton,	1	10
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Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Youth's Library, volume 1,	1	1 25
Youth's Library, volume 2,	1	1 25
Youth's Library, volume 3,	1	1 25
Youth's Library, volume 4,	1	1 25
Youth's Library, volume 5,	1	1 25
Youth's Library, volume 6,	1	1 25
Youth's Library, volume 7,	1	1 25
Youth's Library, volume 8,	1	1 25
A Christmas Dinner,	1	40

LIST OF EMBOSSED BOOKS — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
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What Katy Did, by Susan Coolidge,	1	2 50
MUSIC.		
A few German Chorals of J S. Bach,	1	50
Album Leaf, Op: 7, Kerchner,	1	04
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Bargiel's Piano Piece, Op: 32, No. 1,	1	06
Burgmuller's Exercises,	1	75
Chopin's Waltz, Op: 64, No. 1, Theodore Kullak,	1	06
Chopin's Waltz, Op: 34, No. 3, Theodore Kullak,	1	06
Cramer's Piano Studies,	2	1 50
Crystal Fountain Waltz, Op: 25, No. 1, A. C. Blakeslee,	1	04
Dressed for the Ball, Op: 292, Gustav Lange,	1	06
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Forty-five Hymn Tunes,	1	50
Golden Stars (Seven easy Dances), L. Streabbog,	1	15
Gurlitt's Studies,	1	75
Heller's Progressive Studies,	1	75
In Rank and File, Op: 249, Gustav Lange,	1	06
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Musical Characters used by the Seeing,	1	35
Opus 261, Czerny,	1	1 00
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Scala's Vocal Exercises,	1	50
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Schubert's Serenade (Band), A. H. Vaughan,	1	30
Social Hop Schottische, A. C. Blakeslee,	1	04

LIST OF EMBOSSED BOOKS — *Concluded.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
The Bridal Rose, — Overture,	1	$0 50
The Color-Guard March,	1	25
The Thrashers, Op: 71, Charles Lyseberg,	1	08
The Little Rose Waltz,	1	25
The Little Huntsmen, Theodore Kullak,	1	04
The Pleasures of Youth (Six Dances), Op: 175, L. Streabbog,	1	15
Twelfth Andante and Waltz, by Charles Bach,	1	10
Twenty-three Select Pieces for Pianoforte,	1	25
Urbach's Prize Piano School,	2	4 00
White Roses, Nos. 1, 2, 5, 6, Op: 276, Theodore Oesten,	1	15

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5.	Europe,	"	"	"
6.	Asia,	"	"	"
7.	Africa,	"	"	"
8.	The World on Mercator's Projection,	"	"	"

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6.	Europe,	"	"	"
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